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ABSTRACT

This centennial issue reproduces the core of the April 1960, 75th anniversary of the Journal of Physical Education, Recreation and Dance. In making this material available once again to historians and aficionados, historical information and much of the identical photography in the original edition are presented. In the interest of topical continuity, the 1960 material is interwoven with that from 1961-1985 by means of a series of historical precis of the activities of the American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD). Articles are included on the leadership role of AAHPHERD in national physical education legislation, physical fitness, and promotion of physical education in schools and communities over the past 100 years. (JD)

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APRIL 1985

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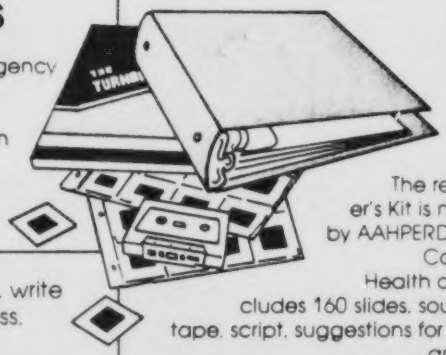

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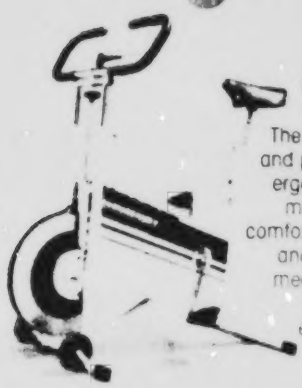

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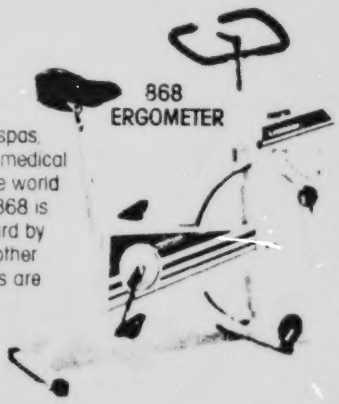

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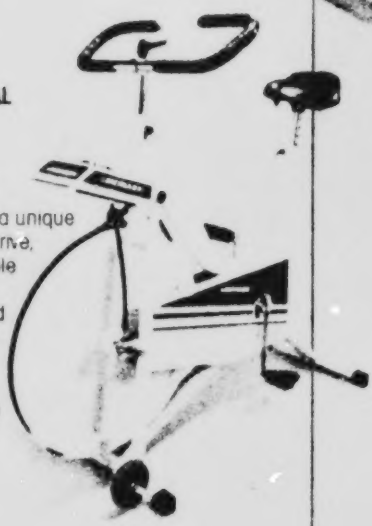

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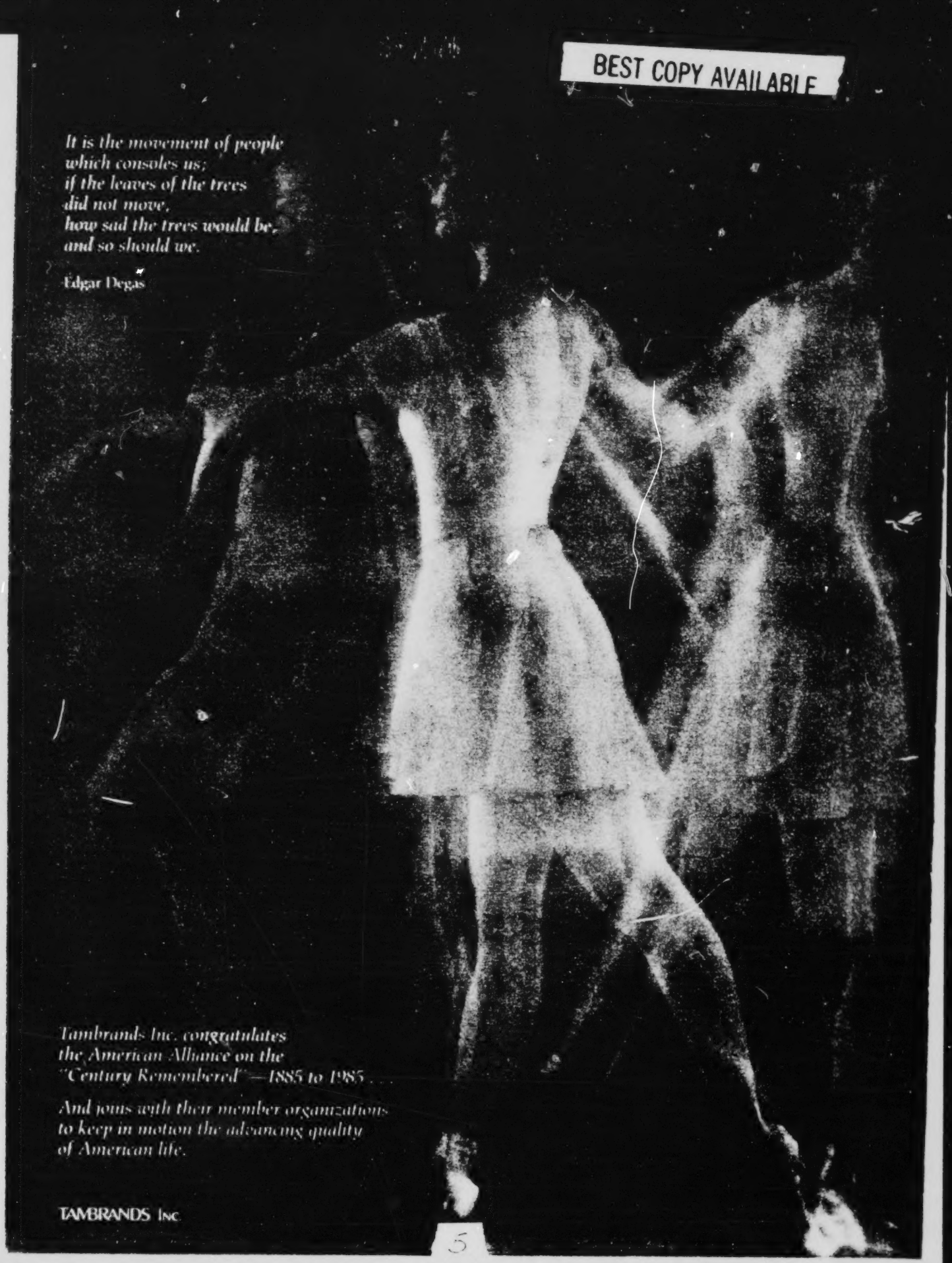

It is the movement of people which consoles us; if the leaves of the trees did not move, how sad the trees would be, and so should we.

Edgar Degas

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April 1985
Volume 56 Number 4

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A publication of the American Alliance for Health, Physical Education, Recreation and Dance

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The American Alliance is an educational organization, structured for the purposes of supporting, encouraging, and providing assistance to member groups and their personnel throughout the nation as they seek to initiate, develop, and conduct programs in health, leisure, and movement-related activities for the enrichment of human life.

Alliance objectives include:

1. Professional Growth and development—to support, encourage, and provide guidance in the development and conduct of programs in health, leisure, and movement-related activities which are based on the needs, interests, and inherent capacities of the individual in today's society.

2. Communication—to facilitate public and professional understanding and appreciation of the importance and value of health, leisure, and movement-related activities as they contribute toward human well-being.

3. Research—to encourage and facilitate research which will enrich the depth and scope of health, leisure, and movement-related activities, and to disseminate the findings to the profession and other interested and concerned publics.

4. Standards and guidelines—to further the continuous development and evaluation of standards within the profession for personnel and programs in health, leisure, and movement-related activities.

5. Public affairs—to coordinate and administer a planned program of professional, public, and governmental relations that will improve education in areas of health, leisure, and movement-related activities.

6. To conduct such other activities as shall be approved by the Board of Governors and the Alliance Assembly, provided that the Alliance shall not engage in any activity which would be inconsistent with the status of an educational and charitable organization as defined in Section 501(c)(3) of the Internal Revenue Code of 1954 or any successor provision thereto, and none of the said purposes shall at any time be deemed or construed to be purposes other than the public benefits purposes and objectives consistent with such education and charitable status. *Bylaws, Article III*

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■ **ACHIEVEMENT-BASED CURRICULUM DEVELOPMENT IN PHYSICAL EDUCATION**
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■ **ADMINISTRATIVE MANAGEMENT OF PHYSICAL EDUCATION AND ATHLETIC PROGRAMS**
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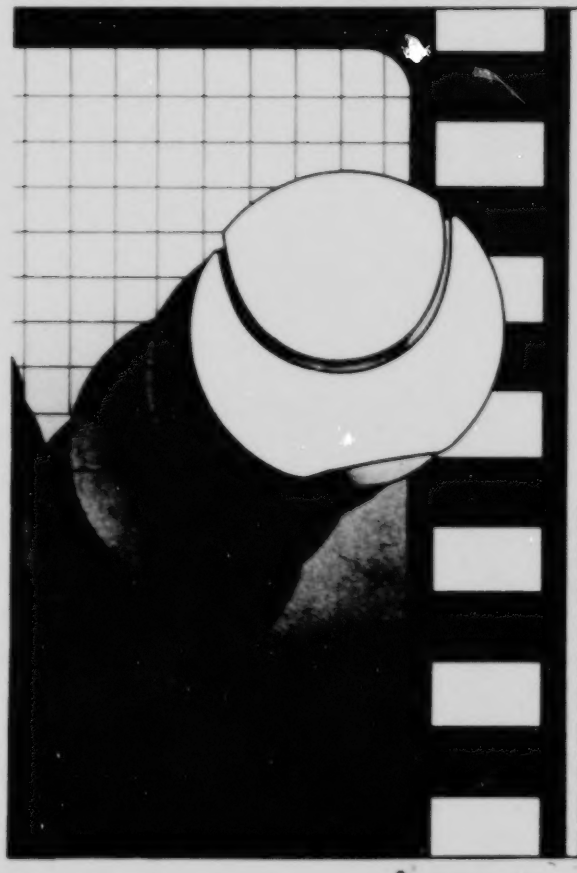

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Awards for Excellence

Each year the Alliance pays tribute to those who make extraordinary contributions to the professions with six different honors: the Luther Halsey Gulick Medal, the R. Tait McKenzie Award, the Mabel Lee Award, the William G. Anderson Award, the Charles D. Henry Award, and the Honor Fellow Award. The awards are presented each year at the national convention, or by special arrangement at a state or district convention.

For this year only, the Alliance will also present twelve Centennial Awards. The award lists begin on page 133.

Luther H. Gulick Medal

The Luther Halsey Gulick Medal, awarded for long and distinguished service to one or more of the professions represented by the Alliance, is the highest honor the Alliance bestows on a member. One medal is presented annually at the national convention unless the committee agrees that no worthy candidate has been nominated for that year. The award was first bestowed by the Physical Education Society of New York City, as a means of memorializing Gulick's contribution to physical education. Money for this project came from a Society fund which had been originated by Gulick in 1904 to stimulate original study and writing by members of the Society. This plan did not succeed so the income from the original fund was used for the cost of the medals when the award was established in 1923.

R. Tait McKenzie executed the medal, a bust figure of a young man bearing an olive branch in one hand and wearing a wreath of victory on his head. The medallion bears the Latin inscription *Palman Qui Mervit Ferat.*

The first award quite appropriately was made posthumously in recognition of Dr. Gulick's services. The medallion was received by Mrs. Gulick at a special meeting of the Society.

The Physical Education Society of New York City continued to present the Gulick Award until 1929, after which the city association became inoperative. The Health Education Teachers Association awarded the honor twice, in 1939 and 1940; then, on 3 February 1944, the responsibility was turned over to the American Association for Health, Physical Education, and Recreation.

The recipient shall:

- Be clearly outstanding in his/her profession.
- Exemplify the best in service, research, teaching, and/or administration.
- Be recognized by the membership of the Alliance as a noteworthy leader.
- Be the type of person whose life and contributions could inspire youth to live vigorously, courageously, and freely as citizens in a free society.
- Currently be a member of the Alliance and shall have held such membership for at least 10 years.
- Have been formally recognized by his/her peers by some form of national award for outstanding professioal contributions, e.g., a National Honor Award.

R. Tait McKenzie Award

Through the R. Tait McKenzie Award, the Alliance recognizes significant contributions of its members who, by distinguished service outside the Alliance, reflect prestige, honor, and dignity to the Alliance. No more than two McKenzie Awards are presented each year.

The recipient(s) shall:

- Be an active member of the Alliance.
- Have made significant contributions through work outside the normal work of the Alliance (e.g., government, general education, public health, international affairs, etc.) which reflect favorably on the Alliance.
- Be highly regarded by his/her professional peers.

William G. Anderson Award

The William G. Anderson Award honors the founder of the Association by recognizing those persons who best exemplify Dr. Anderson's philosophy of devoted service to his profession and to mankind. The award was established at the August 1984 meeting of the AAHPER Board of Directors, and first awarded at the 1949 Boston Convention.

The William G. Anderson Award is given to non-members that have contributed significantly to health education, physical education, sports, recreation, dance, and/or safety education through their efforts in allied or auxilliary fields, such as medicine, public health, education, government, etc. Presented annually at the national convention, not more than three Anderson Awards are given each year.

The recipient(s) shall:

- Not be members of the Alliance.
- Be at least 40 years of age.
- Be of high moral character.
- Have made important contributions to health education, physical education, sports, recreation, dance, and/or safety education from the vantage point of their profession (medicine, public health, general education, government, etc.)

Mabel Lee Award

The Mabel Lee Award recognizes young members of the Alliance who have demonstrated outstanding potential for scholarship, teaching and/or professional leadership. Winners of the award have demonstrated a quality of performance that indicates they will develop into distinguished members of the profession. Not more than two Mabel Lee Awards are given per year.

The recipient(s) shall:

- Be active members of the Alliance.
- Be less than 36 years of age.

- Have demonstrated outstanding potential in scholarship, teaching, and/or professional leadership as reflected by (a) publications; (b) citations, awards, or other recognition for outstanding teaching, coaching, administration, or performing; *or* (c) active leadership roles in District and/or National Associations of the Alliance.

Charles D. Henry Award

The Charles D. Henry Award, established in 1984, recognizes the distinguished service to the Alliance of members who: increase involvement of ethnic minorities in AAHPERD; increase communication with greater numbers of ethnic minority members; and extend meaningful services to AAHPERD ethnic minorities. The award, a plaque, is presented annually at the national convention or at a district or state convention and not more than one Charles D. Henry Award is given each year.

The recipient shall:

- Currently be a member of the Alliance and shall have held such membership for at least five years.
- Have served professionally in school (preschool, elementary, secondary), college, or community programs in HPERD for a period of at least five years prior to nomination.
- Present evidence of successful services in any two of the three following categories:
  a. Record of increasing involvement of ethnic minorities in AAHPERD.
  b. Record of increasing communications with greater numbers of AAHPERD ethnic minority members.
  c. Record of extending meaningful professional services to AAHPERD ethnic minority members.

Honor Fellow Award

Established in 1931, the Honor Fellow Award recognizes meritorious service in two categories, college/university and non-college/non-university. The award is presented at the national convention or at a state or district convention and no more than seven Honor Fellow Awards can be given each year.

The recipient(s) shall:

- Have served professionally in school (preschool, elementary, secondary), college, or community programs for a period of at least ten years prior to nomination.
- Be members of this Alliance. Former members who have retired from professional work may be exempt from this requirement.
- Be persons of high moral character and personal integrity who exemplify the spirit of devoted service to the professions and who have by their leadership and industry made an outstanding and noteworthy contribution to the advancement of health, physical education, or recreation.
- Be at least 35 years of age and shall have preparation in one or more areas of professional concern of the Alliance.
- Indicate leadership or meritorious contribution, by evidence of successful experience in the service categories: leadership; committee work; writing and research; and speaking, teaching, coaching, performing, supervising and directing.

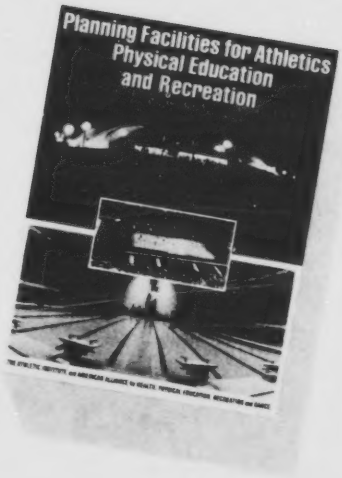
The Centennial Award

The Centennial Award recognizes significant contributions to the growth, progress, and/programmatic enhancement of our association either as the American Association, or as the Alliance.

PUBLICATIONS

Planning Facilities

for Athletics, Physical Education, and Recreation



There have been many new developments in facilities planning in recent years. This new, expanded edition of **Planning Facilities,** with an increased input from architects, presents the most recent advances in athletics, physical education, and recreation facilities planning and construction. The book starts with a discussion of the planning process itself, and then goes on to examine in detail the specific requirements of a vast array of facilities. As in the original, indoor and outdoor areas and facilities are covered, from elementary school through college and community—including sports and athletic facilities, recreation and park area facilities, indoor and outdoor swimming pools, and considerations and features for the handicapped.

With a planning checklist for each type of facility, and a full complement of appendices that includes tables on state requirements for school construction, a building services checklist, a security and safety planning checklist, and an examination of model facilities, **Planning Facilities for Athletics, Physical Education, and Recreation** is a practical tool for school administrators, physical education planning consultants, and all others interested in planning or evaluating facilities. Edited by Richard B. Flynn. 257 pp. 1984.

Richard B. Flynn, editor and contributing author, is recognized as one of the leading authorities in planning facilities for athletics, physical education, and recreation. He has contributed to the planning of facilities for schools, colleges, municipalities, industry, military, and private clubs.

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ISSUES

As president of your association, look into the future. What is the principal issue—as an association and/or as an alliance of professionals—we must face by the year 2000?

Peter A. Cortese

Health educators now face exciting and challenging times. The fitness rage, the rapidly escalating cost of health care, and the greater sophistication of cost effectiveness studies in health education, have all helped to create interest in and support for health promotion disease prevention programs. Increasingly, industrial and medical care settings are the sites for viable efforts.

Though the professionally prepared health educator is heartened by this heightened interest, there are several concerns that must be addressed now and in the years to come. (1) With the "back to the basics" movement in public schools, we must convince parents, school administrators, and school boards that nothing is more basic than health. (2) Those who govern our cities must realize that it is penny-wise and pound-foolish to decrease funding for community health education programs. (3) The health educators who graduate from a professional preparation program with an emphasis in health education must be able to clearly delineate their role. We must be able to articulate what special skills the professional preparation program can provide.

If health education is to be on the cutting edge in the year 2000, we should be concerned about these issues and act accordingly so that our lot and the health of the public may be maintained and promoted.

—Peter A. Cortese is president of AAHE and associate dean in the School of Applied Arts and Sciences, California State University, Long Beach, CA 90840.

Ron Mendell

The Alliance's future is not tied with public schools; it is in the private sector with wellness, fitness, sports, leisure/recreation programming and administration, and in preschool and post-school activity and learning centers. In activity and learning centers there will be a close alignment between health maintenance, physical activity education, recreation and continuing education programming, directed at wellness. Wellness not just from a physical education perspective, but from a health/leisure/fitness standpoint—a true Alliance strength.

Why must we continue to encourage competitiveness above all else, not just in the experiential learning classroom, but even between the many structures within the Alliance? Cooperative goal structuring, cooperative education, cooperative selling, cooperative marketing, cooperative advertising, reflect what our primary issue will be by the year 2000, not at the expense of anyone, but to the advantage of all. We must parley our strengths and differences within in order to parlay the great opportunities that could belong to the Alliance.

—Ron Mendell is president of AALR and professor at Middle Tennessee State University, Murfreesboro, TN 37132.

Mary Lou Thornburg

It has been ten years since the reorganization formed the Alliance. From my point of view the predominant issue to be faced in the future is refining the relationship between the Alliance and Associations. Articulation problems have surfaced that were not evident when the Alliance structure was formulated.

Each association needs to focus on its mission and the delivery of services to members. Since association membership is the basis for programmatic delivery, expanding membership has great implications for the future of both the Alliance and the associations. The Alliance's focus of unifying professionals in allied fields has been primary and has served a real need. Still, we face many questions. What professional issues/concerns/thrusts are appropriate for the Alliance and which ones are more easily addressed by an association? How much autonomy should an association be given in providing professional leadership, programs and direction? Are the innate loyalties of the individual with the association or with the Alliance? Can both be accommodated?

With cooperation and support between associations and the Alliance we can enhance credibility and maintain professional status.

—Mary Lou Thornburg is president of NASPE and professor of Physical Education at Bridgewater State College, Bridgewater, MA 02324.

Carolyn B. Mitchell

The year 2000 and the twenty-first century are fifteen short years away and NAGWS is attempting to be in a position to provide its members with the services and programs that are dictated by the times. Toffler, Naisbitt, Cetron and other social forecasters describe the common challenges which will face all associations and members. However, of paramount importance to NAGWS now and in the forthcoming century will be the ongoing pursuit of quality and equality for girls and women in all areas of the sports world. This implies that women should be provided, allowed, and encouraged to have the same rights, privileges, responsibilities offered to boys and men in the world of sports—including the leadership roles as coaches, trainers, officials, administrators, and directors of sports governance organizations and committees. This portion is justified in light of the belief that sport can be a positive force for solidarity; encourage integrity; provide enriching encounters and enlighted educational experiences; and reflect our society's valuable qualities—for all persons.

—Carolyn B. Mitchell is president of NAGWS and professor, Department of HPE, Stephen F. Austin State University, Nacogdoches, TX 75962.

Jacqueline Shick

As Bill Cosby said, "From the time we're born what we're doing is making an old person." Thus, we must strive not only to educate people for full and happy lives in their younger years but also to help them to prepare to be active, healthy, and happy in their older years. As Ruth Abernathy advocated: We must serve our clientele from womb to tomb. Scientific advances have created a society in which there are more older people living today than at any other time in history.

Additionally, technological advances have generated an explosion of knowledge, making it impossible to master all current knowledge. An insightful student recently remarked, "It's not how much more I'll know tomorrow but how much less." While we must share with our clients at least portions of what is known today, we must also help them learn how to learn, since such strategies will be key survival skills.

—Jacqueline Shick is past president of ARAPCS and professor in the School of Physical Education, Recreation and School Health Education, University of Minnesota, Minneapolis, MN 55455.

Betty Rose Griffith

The lack of sequential dance experiences in our schools appears to be the principal issue the National Dance Association faces. There has been a steady decrease in dance offerings in the schools and universities, particularly at the elementary and high school levels. Our children are being short changed and culturally deprived. Everyone has the right to experiences that allow self-expression and self-development.

Dance is one of the most integrative experiences involving artistic, cognitive, and psychomotor potentials.

We must stop the downward spiral. We must be strong, determined and willing to take action to create an upward spiral. Future generations should be able to celebrate the human ability to move with power and expressiveness. Our goal can be achieved through well-planned, well-executed programs of sequential dance experiences throughout life.

Let's dance!

—Betty Rose Griffith is president of NDA and professor at California State University, Long Beach, CA 90840.

Harold Leibowitz

Injuries continue to be the leading cause of death in the United States for people ages one to forty-four; one death in every twelve results from injury. For decades, the avoidance of accidents and unnecessary risk has been a concern of the professionals represented by the Alliance. Now, at a time when the Board of Governors sees fit to restructure the American School and Community Safety Association, all safety professionals hope that the Alliance will continue to make accident avoidance programming a major priority.

On our Centennial Anniversary, professionals who identify with the official safety structure, the American School and Community Safety Association, reaffirm their continuing participation in Alliance activities. Safety specialists will continue to work toward an even greater emphasis on accident avoidance in our personal and professional lives so there will be a marked improvement in the quality of human life, worldwide.

—Harold Leibowitz is president of ASCSA and professor at Brooklyn College, Brooklyn, NY 11210.

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Conventions

Locations and Themes

1885—Brooklyn, NY—*Physical Examinations, Tests and Anthropometric Measurements*
1886—Brooklyn, NY
1887—Brooklyn, NY
1888—New York, NY
1890—Boston, MA
1891—Boston, MA
1892—Philadelphia, PA—*The Condition and Prospects of Physical Education in the U.S.*
1893—Chicago, IL
1894—New Haven, CT—*A Nation-wide Association*
1895—New York, NY—*The Promotion of Gymnastic Leagues*
1899—Boston, MA—*Physical Training in the Educational Curriculum*
1901—New York, NY—*Ideals in Physical Education*
1903—Detroit, MI—*The Effect and Value of Gymnastic Exercise*
1905—New York, NY—*Dancing*
1906—Springfield, MA—*Athletics*
1909—Philadelphia, PA—*Physical Education in the Public School Curriculum*
1910—Indianapolis, IN—*School Hygiene and Physical Education*
1911—Boston, MA—*Administration and Management of Physical Education*
1912—Montreal, Canada—*The National Significance of Athletic Sports*
1913—Newark, NJ—*Efficiency and Tests for Efficiency*
1914—St. Louis, MO—*Preparation of Teachers*
1915—Berkeley, CA
1916—Cincinnati, OH—*Preparedness through Physical Education*
1917—Pittsburgh, PA—*Relation of Physical Education to War*
1918—Philadelphia, PA—*Physical Education and the War*
1919—Chicago, IL—*Lessons from the War*
1920—New York, NY—*Problems in Securing Physical Education Teachers*
1921—Oakland, CA
1922—Detroit, MI—*Objectives of Physical Education*
1923—Springfield, MA—*Standards for Measuring Progress*
1924—Kansas City, MO—*Athletics in the School Program*
1925—Los Angeles, CA—*Play and Recreation*
1926—Newark, NJ—*The Effect of Physical Education on Character*
1927—Des Moines, IA—*Physical Education Teaching Methods*
1928—Baltimore, MD—*The Place of Physical Education in the General Education Program*
1930—Boston, MA
1931—Detroit, MI
1932—Philadelphia, PA—*Physical Education Professional Students*
1933—Louisville, KY
1934—Cleveland, OH
1935—Pittsburgh, PA—*Health and Physical Education in the New Social Order*
1936—St. Louis, MO—*Physical Education and the Enrichment of Living*
1937—New York, NY
1938—Atlanta, GA
1939—San Francisco, CA
1940—Chicago, IL—*Service for Youth*
1941—Atlantic City, NJ—*Preparedness—Today and Tomorrow*
1942—New Orleans, LA—*National Fitness through Health, Physical Education and Recreation*
1943—Cincinnati, OH—*Victory through Fitness*
1944—New York, NY—*Fitness for Today and Tomorrow*
1946—St. Louis, MO—*Fitness for the American Way of Life*
1947—Seattle, WA—*Problems and Plans*
1948—Kansas City, MO—*New Horizons*
1949—Boston, MA—*Together We Build*
1950—Dallas, TX—*Round-Up on the Range*
1951—Detroit, MI—*Accent on Youth and Democracy*
1952—Los Angeles, CA—*United Effort—Effective Action*
1954—New York, NY—*The Challenge of Values*
1956—Chicago, IL—*Action with Purpose*
1958—Kansas City, MO—*Forward for the Space Age*
1960—Miami Beach, FL—*Forging Forces for Fitness—1885-1960*
1961—Atlantic City, NJ—*Pursuit of Excellence*
1962—Cincinnati, OH—*Strengthening Human Resources*
1963—Minneapolis, MN—*Interpreting Health, Physical Education and Recreation*
1964—Washington, DC—*New Dimensions for Progress*
1965—Dallas, TX—*Our Profession—The Cultural Focus*
1966—Chicago, IL—*Achieving through Action*
1967—Las Vegas, NV—*Education is Our Business*
1968—St. Louis, MO—*Priorities for Progress—Putting First Things First*
1969—Boston, MA—*Committed Action Requires Effort (CARE)*
1970—Seattle, WA—*Preparation for and Adjustment to Change*
1971—Detroit, MI
1972—Houston, TX—*Quality of Life*
1973—Minneapolis, MN—*Unity Through Diversity*
1974—Anaheim, CA—*Fantasy, Reality, Goals*
1975—Atlantic City, NJ—*Come ALIVE in '75 (Alliance Lives In Vital Effort)*
1976—Milwaukee, WI—*Share in the Future*
1977—Seattle, WA—*A Portfolio of Action*
1978—Kansas City, MO—*Good Communication—Putting it all Together*
1979—New Orleans, LA—*Building Tomorrow*
1980—Detroit, MI—*Building Together*
1981—Boston, MA—*Alliance for the Good Life*
1982—Houston, TX—*Alliance . . . Teamed for Excellence*
1983—Minneapolis, MN—*American Alliance, A Wellspring for Tomorrow*
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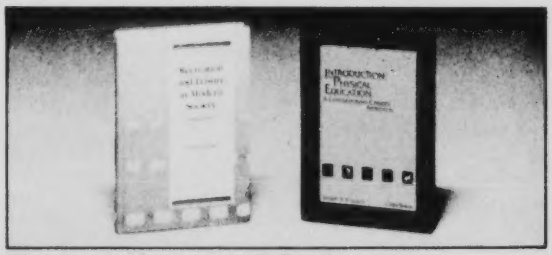

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EDITORIAL

Listening to Members

A Centennial Message—Bea N. Orr

A young man new to our profession approached me at a recent conference and said he was pleased to meet the leader of the profession. That was good to hear, and in many ways that is what I am. But I will share with all of you what I shared with him. Being president is like teaching. It's a great *learning* experience. It teaches you.

This year, as I have served the American Alliance as its Centennial President, I have done a fair amount of speech-making, but even more listening. I have listened to you in five districts and twelve states. I have listened to you individually and in groups, in commitees and conferences.

I have heard your pride in our birthday year. Together, we are as old as a century. We've endured. This year, as we celebrate our mission, our longevity, our victories, is the time to look backwards and give ourselves credit for the role we have played in the panorama of health, physical education, recreation, sport, and dance.

But as I listened to you this year, I heard you voice your concern for the future. You told me that you do not always feel confident that the money, the personnel, the public commitment will be there to support the programs and the mission for children, youth, and adults to which we are committed.

I want to tell all of you what I have heard, and then to tell you what I think we can do.

The loudest, most numerous voices ask for *support* that enables our professionals to do the jobs they know how to do, and to do them better. I have heard your request for hands-on professional services, for ways to continue to grow as professionals and, in turn, to be acknowledged as competent professionals who play a vital role in our educational process.

The request for support brings together a number of areas in which we can help ourselves and each other.

Being competent. Professionals are committed to personal growth and to personal regulation. That means we want to continue to do what we do better and more meaningfully. It also means that we must become increasingly *accountable* for what we do. If parents don't see changes in their children because of our work, they won't support our continued work with their children. Competence demands visible results—for them, for us, for our students.

Being heard. Sometimes I think as a group we are devoted only to quiet miracles. Yet again and again I see brilliant programs, enthusiastic teams being built, research in relevant areas being conducted and used. Yet most of us seem to work in the shadows—neither heard nor seen. If we are to be supported, we must make ourselves heard. Being heard demands getting the word out—to parents, colleagues, decision-makers (and don't kid yourself—that's everyone) wherever they are.

We say we stand for quality of life, but not everyone knows how to tell others what our part in it is. Each one of us know the HPERD story. Speak from your own experience. Let people know that physical and health educators bring quality to life. Speak out!

Being organized. Two people could look at our operation from the national level to the local schools and say either, "Are they organized!" or "Are they organized??" Perceptions differ almost as much as people do. In some areas our organization trips over itself; in other areas we hardly have the procedures necessary to get old jobs done, let alone to start new ones. There's a critical difference between the way we have been organized professionally, and the way we ought to be organized for maximum service. We are not organized the way we were 100 years ago, or even 20 years ago. Now we need to take a hard look at our organization so we can *organize for action*. We need to set explicit goals as a professional association—and work together to achieve them.

Being there. Make no mistake. Life isn't easy for any of us in education, no matter what level we work on. But my personal experience and conversations lead me to say what many of you know. It's toughest in the public schools. *We do work hard. We want to keep on working hard.* That means not only doing our job, but *being there* for colleagues, for young professionals, for professionals on other levels—university to public schools to community. *Being there* for a young professional means being a mentor, and helping that person over the first year's rough spots.

Being president has taught me how much we educators in health, dance, sport, recreation, and physical education have in common. It has taught me that we can be strong—together. It taught me that we all want competence, visibility, organization, and personal contact. It also taught me why I believe in us so.

What all of us want and need is simple. We want to *be valued.* We need to feel personally valued, and we *must* be valued for the *work* we do.

When the Commission on Excellence in Education did its work, almost nothing was said about health and physical education in the public schools, except to imply that other academic endeavors were more important. We have suffered from second class citizenship in the education state. If we are to get our first class citizenship, we must earn it—not once, but again and again.

I learned that the power of tradition and vigorous new ideas are exploding like the fireworks that celebrate our 100-year history. If ever in our history we needed unity—unity of purpose and unity of commitment—it is now. We have the energy and the vision for the future. We shall—and must—share that with America.

—Bea N. Orr is president of the American Alliance for Health, Physical Education, Recreation and Dance.

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Alliance Centennial

100 Years of Health, Physical Education, Recreation, and Dance

The founder of the Alliance, William Anderson, was an effective communicator. One of his most fitting statements about the profession, made at age 74, was

> So you build but your names are not writ in stone and perhaps not in the memories of our associates, but you have done important work. You pass the torch from one to another and there comes to me the words taken from the opening of Plato's *Republic* — Lambada exontes diadosoulin allelois — "Having torches, they pass them one to another."[1]

That observation succinctly conveys the message of this centennial publication. The light from our time is meant to guide those entrusted with the profession's future.

This celebratory issue would not have been possible without the efforts of willing, concerned specialists around the country. It is not possible to recognize every individual; however, we can take pride in this group effort to produce a quality, useful, historical document that mirrors the diversity of what we do. We hope this *JOURNAL* will serve the diverse interests of all its readers. Following the traditions begun by the "49ers," the original 49 members of the 1885 association. The issue attempts to reflect our progress from an association advancing the ideals of physical education to a complex alliance of associations serving the umbrella of health, physical education, recreation and dance.

The editorial committee assisting with the Centennial *JOURNAL* deserves recognition for their diligent, invaluable efforts: Marvin Eyler, University of Maryland; Thomas Jable, William Patterson College; and Mary Lou Remley, Indiana University, and Mabel Lee, University of Nebraska. The shared ideas furnished early by the editorial committee for the *Research Quarterly* (capably chaired by Robert Park of the University of California, Berkeley), helped establish a focus for the *JOURNAL*. Without the patience, hard work, and excellent support of managing editor Barbara Kres Beach and associate for this issue, Christine Klein, the final issue could not have been completed.

The centennial issue reproduces the core of the April 1960 seventy-fifth anniversary *JOURNAL*. In making this material available once again to historians and aficionados alike, a lode of historical information and many of the identical photographs in the original editon are presented. In the interest of topical continuity, the 1960 material is interwoven with that from 1961–1985. The linchpin in this product is the "Our Heritage" historical series.

In completing with this issue his 100 year analysis, Bruce Bennett dedicates his writing to Miss Mabel Lee with whom the effort to chart the turmoil, travail and successes of the first seventy-five was begun. So too do the additional articles added to this volume attempt—to paraphrase Max Lerner—to make sense and pattern of the raw material, to be fair and just, to tell what actually happened, and to extract the meaning and implications of the whole story.[2]

From Bennett's cogent analyses through the Springfield College co-celebration article, to the panoply of associations, it becomes apparent that the Alliance has been a prime mover in the critical professional issues of the last 25 years. Through the problems, criticism and healthy debate which surface, the attention of the Alliance to the rights of minorities, women, and handicapped persons is displayed. Coupled with enriched programs for many populations from youth to aging, the profession has much to cherish. One can honestly say: we did and do make a difference.

Yet the movement of the Alliance over the past twenty-five years could hardly be described only as expansion, increased power, and success. In 1981, Ronald A. Smith levelled constructive criticism against disciplinary splintering, bland book reviews, and structural rigidity in the

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Alliance.[3] Tom Jable's article counterbalanced Smith's by featuring the leadership role of the Alliance; i.e. in national legislation, fitness, promotion of physical education via PEPI, etc.[4] Both were acknowledged by acting executive vice-president, Ray Ciszek in a carefully measured response. Ciszek recognized the need for "diversity within the unity of this profession, as we look forward to professionals—young, old, and in-between—to transform the challenges we face into active leadership in the days ahead." It is appropriate that the dissonance in our profession be acknowledged along with the harmonies for through discourse we will find progress.

In the first century, Spanish-born Roman poet Marcus V. Martial left us the epigram, "Tomorrow I will live, the fool does say: today itself's too late, the wise lived yesterday." What history teaches is the importance of using our accrued experience to make wise decisions for tomorrow. Using the Ecclesiastic framing of distinguished colleagues Lee and Bennett, this is our special time to celebrate—the birth of the profession in America, a time to be joyful and proud, and a time to give thanks for the cumulative efforts of the people in our profession. The Centennial *JOURNAL* is intended to help enrich our season—to share memories, to dream, and to plan for an exciting productive future.

Harold L. Ray, Editor
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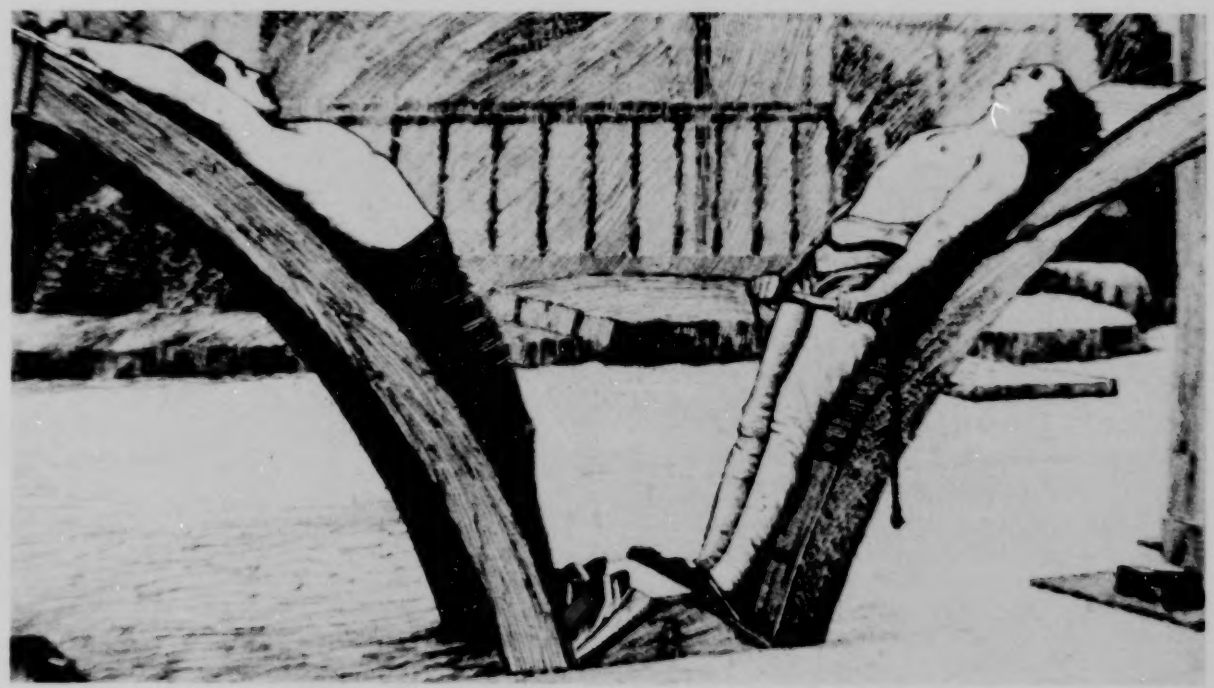
1885-1900

A Time of Gymnastics and Measurement



By the mid-1880's America, still predominately rural, was fast becoming truly American with 80 percent of its 50 million population American-born. Now that the Civil War was over and the slaves were freed, the people were committed more deeply than ever to the American dream of the equality of man and the belief in the dignity and rights of the individual. Now that the country was to remain united, the idea that only in union was there strength began to take deep root in all facets of life.

So it was natural that William Gilbert Anderson, a sociable young man of 25, just two years out of medical school and an instructor of physical training at Adelphi Academy in Brooklyn, should wish to get acquainted with his fellow workers. Like most teachers of physical training, more commonly called "gymnastic teachers" in those days, he had just picked up what he could in the way of professional training from private gymnasiums. He knew of no school where one could prepare to teach in this field.[1] True, he had his medical degree, but he was not sure of himself in the physical exercise field. As a young boy he had learned some German gymnastics at the Turnverein hall in Quincy, Illinois, and that, added to his medical studies, made up his kit in trade.

A young man of action, Anderson invited a group of people who were working in the gymnastic field to come together to talk things over at his school on November 27, 1885. He also invited ministers, newspaper men, school principals, and college presidents who were interested in the promotion of physical training. In his own personal account of this venture, as told in the January 1941 *Journal of Health, Physical Education, Recreation*, he relates how he interested in this meeting the two famous Brooklyn ministers, T. DeWitt Talmage and Henry Ward Beecher, the brother of Catherine Beecher, whose book on calisthenics Anderson had studied.

Most teachers of gymnastics who came to the meeting were graduates of medical schools, the best in the land—Harvard, Yale, Johns Hopkins, Western Reserve. They came from positions in the country's proudest institutions for higher education—West Point, Harvard, Yale, Amherst, Cornell, Lafayette, Vassar, and Bryn Mawr. The cleric who took an active part in that first meeting, Rev. Edward P.

Thwing, was the president of the New York Academy of Anthropology. Also present was Dio Lewis, M.D., the founder of the Women's Christian Temperance Union and nationally known as a popular lecturer on temperance and physical training, who had established a short-lived teacher training school in physical education in Boston in 1860. William Blaikie, Esq., of the New York City Bar, and author of the well-known book, *How to Grow Strong and How to Stay So*, came to the meeting. He too was a popular lecturer on temperance and physical exercise. Altogether 60 persons, mostly college and academy teachers, turned out.

There were but few workers in the field as yet. None of the public-supported colleges and universities had departments of physical training, although considerable activity was developing in the endowed colleges. Amherst College began a department in 1860, but it had stood alone for many years. Harvard University's department, along with a few others, was just getting well started when this meeting was called. Several women's colleges had offered classes in calisthenics for many years but none as yet had departments of physical training. As for the public schools, Chicago was the only city in all of America that had a physical training department at that time, and it was, in all probability, as yet unheard of by the people

The founding of the Association was marked by the absence of representatives of the great body of German turners who, scattered throughout the United States at that time but centered in the large cities of German and German-American population, actually made up the largest group of physical training teachers. In 1885 their work was done exclusively within their own groups and was generally not known to the non-German population.

An Association Is Born

When these 60 people assembled on November 27, 1885, Rev. Talmage offered a prayer for divine guidance and the principal of Adelphi Academy welcomed the delegates, informing them they were working in a cause that should command the attention of all intelligent men. The leadership of the meeting fell to Edward Hitchcock, M.D., of Amherst College, founder of the first college department of physical education in America 24 years before. In accepting the chairmanship he said simply: "The work before us is that of fraternal conferences."

The first speaker was Rev. Thwing who had taught for many years in colleges and seminaries. He quoted Plato as saying that he is but a polished clown who takes no interest in gymnastics, adding: "We may approach the study of physical education from many points; that of the drill master, the artist, the actor, the athlete, the musician, the physician, or the psychologist." No narrow concept for that dedicated group! They talked together informally of methods of teaching, the best system of measurements, normal training classes, and the manufacture of apparatus. Lt. Kirby of the U. S. Military Academy gave a demonstration showing the method used at West Point to drill cadets in physical exercises.

Then the group faced the question of a permanent organization. Forty-nine of those present took out membership: eleven college teachers, thirteen academy and seminary teachers, six YMCA physical directors, three practicing physicians, two ministers, two women from private gymnasiums, an anthropologist, a representative of a gymnastic apparatus company, a teacher in an athletic club, and nine lay persons. Of these 49, six were women, all teaching physical education.

The chairman appointed a committee which selected the name, Association for the Advancement of Physical Education. A slate of six officers and three additional persons to comprise a Council was proposed, and they were duly elected. Dr. Hitchcock was chosen the first president. The three vice-presidents chosen were Dudley A. Sargent, M.D., director of the gymnasium at Harvard; Rev. Edward P. Thwing; and Helen C. Putnam, head of the Vassar College gymnasium and an ardent worker for woman suffrage. Dr. Anderson was elected the first secretary and T. D. Andrews of the Brooklyn YMCA the first treasurer. The three additional members of the first Council were H. J. Kohler of the U. S. Military Academy; Charles M. McIntyre, Jr., M.D., of Lafayette College, later to become secretary of the American Academy of Medicine; and William Blaikie, the attorney. The nine-member Council thus consisted of five college teachers (four of whom were physicians), one YMCA physical director, one academy teacher, one minister, and one attorney. It was a good cross section of the leading professions of the day—medicine, teaching, ministry, and law—testimony to the interest in physical education among lay people in those early years.

Thus the very first convention ran full circle with discussions, speeches, a demonstration, enrolling members, adoption of a plan of organization, and election of officers. The group parted on that November day in 1885 with a promise to meet again the following year at the same place.

The Organization Takes Form

By the second meeting, Edward M. Hartwell, M.D., of Johns Hopkins University had learned of the gathering and joined the group.[2] The president of the North American Turnerbund, H. J. Starkloff, M.D., of St. Louis; Carl Betz of Kansas City, Missouri; and George Brosius, technical director of the North American Gymnastic Union Normal School at Milwaukee,

came to the meeting and took an active part in the program. For this second meeting Dr. Anderson had arranged an exhibition of German and "American" gymnastics given by his Adelphi Academy pupils and 23 boys and 40 girls from the New York City turnhall.

The group adopted a formal constitution and changed the name to the American Association for the Advancement of Physical Education. Dues were set at $1. The objects of the Association were "to disseminate knowledge concerning physical education, to improve the methods, and by meetings of the members to bring those interested in the subject into closer relation to each other." Delegates re-elected all the first set of officers except the treasurer and one member of the Council. Elected as treasurer was Dr. Hartwell, who thus began his long years of service to the Association. The new member of the Council was Dr. Starkloff, thus placing in office a German turner and a member from the Middle West. The treasurer had collected $34 during the year and had spent $31.80; with $2.20 in the treasury, the young organization confidently faced the world and its second year of work.

At the third meeting, held in November 1887, again at Adelphi Academy, Dr. Hitchcock established a precedent by giving a scholarly presidential address. Throughout the early years of the Association, the presidents' speeches were highlights of the conventions. In this first presidential address, Dr. Hitchcock said, in part:

> We are gathered here again by favor of Divine Providence . . . to look each other in the face, grasp each other's hands, exchange our ideas, discuss them in a kindly manner, and then go back home to our work with renewed vigor and reinforced methods and ideas. . . . The great increase in love of athletics and out-of-doors sports . . . is another indication that our association work is gaining a steady hold and a permanent place in the community. Our YMC Associations are now as sure to have a gymnasium and a good director of it as they are to have a reading room, a school, or a prayer and praise meeting hall in their buildings. Body and heart and soul must go hand in hand. "What God has joined together, let not man put asunder." . . . Let us each one endeavor with scrutiny and enthusiastic zeal to learn from others what are the best pieces of apparatus to use; what are suitable exercises for differing ages, temperaments, and the differing mental make-up. . . . Let the thought be eminent and predominant with us that the highest aim of all our special work is to develop the most perfect type of man and woman in body, soul, and spirit.

At this same meeting the delegates unanimously adopted their first resolution recommending to boards of education the embodiment of physical culture in all courses of study under their control. To put teeth into the resolution the incoming president was commissioned to present it to the National Secondary School Association, the American Teachers Association, the American Education Association, and all state and county boards of education across the land. This was no small assignment!

In two years the membership increased from 49 to 119. Now the 22-year-old Luther Halsey Gulick, M.D., of Springfield, Massachusetts, joined, as did Eliza Mosher, M.D., of New York City, and Delphine Hanna of Oberlin College, who was at the time in charge of the only physical education department in a coeducational college in America. Whereas all the first members were from New York City or vicinity and Massachusetts, within one year membership had reached as far west as Missouri.

At the 1888 convention, with William Blaikie in the president's chair, a woman appeared on the program for the first time. She was Mary Taylor Bissell, M.D., of Bryn Mawr College, who spoke about the prejudice against women engaging in exercise classes —indeed even against their attending college.

The Battle of the Systems

When Mrs. Mary Hemenway, widow of a wealthy Boston shipping magnate, decided to finance a physical training conference in Boston in 1889 to bring the Swedish system of gymnastics to the attention of the public and the profession, the young Association gave up its own convention and entered enthusiastically into this Boston conference. Four of the main speeches were given by leaders of the AAAPE, and many others of its members entered into the discussions. The U. S. commissioner of education presided over the three-day conference, and leading college and university presidents and foreign leaders took part in the program. Baron Pierre de Coubertin of France, soon to revive the Olympic Games, was perhaps the

most notable of the foreign delegates. Of the 33 speakers, six were women. Many of the speeches delivered at this 1889 conference are worthy of study today.

By 1890, with the financial aid of Mrs. Hemenway, the Swedish system of gymnastics had been introduced into the Boston public schools, and, as this system was becoming quite popular, debates arose over the relative values of the German and Swedish systems. This controversy came to be known as the "Battle of the Systems," and it occupied conventions for many years to come. Much time was given at the convention of 1892, under Dr. Hartwell's presidency, to the discussion not only of German and Swedish gymnastics but also of the Delsarte system, which was then coming into some prominence, particularly among women's groups. Baron Nils Posse, a recent arrival from Sweden and no doubt surprised by the arguments over gymnastic systems, gave the delegates some sound advice on this controversy.

> While it may be true that anatomy and physiology are the same the world over and that human nature is the same, the mind is not. A Swede is not like a German, nor is either like an American. . . . [Your exercise] must correspond to the laws not only of anatomy and physiology but of psychology as well. . . . If the American nation consists chiefly of Germans, by all means teach the German system. If it is made up of Swedes, teach the Swedish, but if the chief bulk is made up of Americans, teach them *gymnastics* based on laws of the nation; and if you need a prefix to the system, call it "American."

First Contact with the NEA

The year 1893 marked the AAAPE's first contact with the National Education Association. The AAAPE had been six years old when the NEA in its 1891 *Proceedings* gave its first recognition to the field of physical education. Two years later the board of directors for the Chicago World's Fair asked the NEA to sponsor an International Congress on Education in connection with the Fair. NEA accepted the invitation and, as a feature of its congress, set up a temporary Department of Physical Education and Hygiene and invited Dr. Hartwell to serve as chairman of this departmental conference.[3] Hartwell was well known to the educational group because of the survey he had made for the U. S. Bureau of Education on physical education in the United States. The survey report was published in 1885 and widely circulated by the Bureau. At the time of the original plans for this international conference, Hartwell was also president of the AAAPE, so it was doubly fitting that the NEA leaders should choose him to serve as chairman of this conference.[4]

The conference was a noteworthy occasion. Physical educators from Sweden, England, Denmark; Saxony, Prussia, Italy, Canada, and the United States were on the program. The 28-year-old Thomas D. Wood of Stanford University electrified the congress with the question, "What is physical education?" Giving the answer himself, he said:

> Physical education must have an aim as broad as education itself and as noble and inspiring as human life. The great thought in physical education is not the education of the physical nature, but the relation of physical training to complete education, and then the effort to make the physical contribute its full share to the life of the individual, in environment, training, and culture.

Departments of Interest Emerge

Preceding the International Congress of 1893, Hitchcock, Sargent, and Gulick, as special guests of the North American Gymnastics Union, attended its gymnastic festival in Milwaukee. They were so impressed with what they learned about the Turnverein organization and its various departments of interest that Sargent, as president of the AAAPE, called a meeting of the Council in Chicago to discuss the possibility of reorganizing the Association along the same lines. Gulick was requested to draft a plan at once, it was presented at a meeting of all the AAAPE members who could be rounded up in Chicago, and a committee was then appointed to draw up more detailed plans to be presented at the 1894 convention.

At the very first convention, study groups had been set up to "improve technical techniques" which meant the taking of anthropometrical measurements. The first committee to be appointed was one on statistics and measurements with Sargent, Hitchcock, and Anderson as members. Later a committee on anthropometry was appointed, and it aroused much interest and discussion in behalf of anthropometrical studies and research.

By 1894 the Association was ready to set up its departments of interest. Dr. Hitchcock took over the chairmanship of the Department of Anthropometry and Statistics; Dr. Hartwell, the Department of History and Bibliography; and E. H. Arnold, M.D., of Connecticut, the Department of Theory and Practice.

In 1896 a Committee on Vital Statistics was set up with Senda Berenson of Smith College as its chairman and Dr. Hitchcock and Jay W. Seaver, M.D., of Yale University as the other members. The following year a Committee on School Anthropometry was established with Henry P. Bowditch of the Harvard Medical School as its chairman. Interest groups had by then become firmly entrenched.

Growing Pains

Throughout this era the most talked about topics were anthropometry, gymnastic systems, hygiene, athletics, and military drill, in the order listed. About some topics there was a great divergence of opinion, resulting in considerable debate. There was not always "light and gladness," but the leaders would

have been less than human if they had not had some differences.

There were tense moments at the 1889 conference when Dr. Sargent challenged C. W. Emerson, president of the Monroe School of Oratory in Boston, who had just concluded a paper on "The Laws To Be Followed in Teaching Physical Culture," by calling out: "In the interest of physical education and in the interest of truth . . . I should like to ask Dr. Emerson to name the physiology from which he has extracted the principles he has enunciated this morning." Dr. Emerson made a reply at the afternoon session which was not acceptable to Dr. Sargent and many others.

At the 1890 convention there was an acrimonious exchange between Dr. Hitchcock and Dr. Sargent over a discussion of anthropometrical measurements in the course of which Sargent spoke of Edward Hitchcock, Jr., as a "peddler of ideas." The two Hitchcocks — father and son—stood firmly together against Sargent. The latter was all for the use of the apparatus which he had invented, and Hitchcock had at one time said that there was too much talk about apparatus.

Clashes arose over endorsements paid to certain members for apparatus, some of which was of doubtful value to the profession, and over commissions accepted by others on sales of equipment and supplies. These matters were discussed at some length at the 1891 convention. Dr. Hartwell, to whom professional ethics was clear cut, spoke out: "If anyone came to me and offered me a commission for shoes or hats, I should ask what I had been suspected of doing that I should be considered open to such a proposition. I should look upon it as an attempt at bribery or corruption."

At the 1894 convention Ernest H. Arnold and Luther H. Gulick engaged in a verbal duel over heavy apparatus work for women, which the former advocated. Sargent joined the battle in Arnold's defense and then Eliza Mosher offered the *coup de grâce* to the argument, saying: "If gymnastic work were begun in childhood, as it should be, heavy work would be easy and not harmful to the majority of girls and women."

Model gymnasium of the world. Physical culture is promoted at Harvard University. This picture from the Harvard Bulletin used in the September 1948 Journal to illustrate Carl L. Schrader's article on the history and contributions of the Hemenway Gymnasium.

Growing Up

The 1890 convention was held in Boston and Cambridge; it was the first official meeting outside the New York area. Dr. Gulick proposed that a committee be set up to work on a list of studies to be approved by the profession as a standard for teacher training courses and to determine the most suitable degree for the profession. Thus began a project that intermittently engaged the best minds of the Association for many years to come and materially affected the schools preparing teachers of physical education.

Committee work soon became an important adjunct

of the Association. In 1891 a committee was set up to work for Congressional action to establish a professorship in physiology and hygiene and physical training at the U. S. Military Academy at West Point. This action followed a speech by the assistant to the surgeon-general of the U. S. Army. He spoke on the efforts being made by the Army to improve its physical training program and to extend athletics and gymnastics in the training of recruits. He called for the Association's interest in and support of this important work.

In early 1895 the first standing committees were established, for finance, theory and statistics, publicity and bibliography, and technical matters. Also for the first time section meetings were held, but in 1895 these sections were geographical units. Although the great majority of the delegates were from the eastern states, a goodly number attended from the middle states and they had a get-together to discuss their own problems.

The first interim conference came at the close of the 1895 convention. Dr. Gulick invited all the delegates to attend a ten-day conference on physical training at the YMCA Training School at Springfield to study the proposed basketball rules for 1896, indoor testing, measurements, apparatus work, and dumbbell drills. This marked the beginning of many conferences held throughout the years by various colleges or by special groups of professional interests, which have been closely associated with the work of the Association.

The new constitution suggested at Chicago was adopted the following year. The objectives of the reorganized group were "to awaken a wider and more intelligent interest in Physical Education; to acquire and disseminate knowledge concerning it; to labor for the improvement and extension of gymnastics, games, and athletic pastimes in the education of children and youth."

It was decided not to hold a convention for three years and instead to concentrate all efforts on getting a New England district organized. The next convention, in 1898, was to be called "The First National Convention." Because of the Spanish-American War, however, the 1898 meeting was canceled, and it was four years before the group met again. In the years between conventions much valuable work was carried on by the Council. Several city and state societies were organized and, after several starts, a New England District was established at a meeting at Clark University in April 1899.

Another important piece of work undertaken by the Council was the stirring up of public disapproval of military drill in the schools. The Council helped to stage a public protest meeting in Boston on the subject.

In June 1899 the AAAPE Council met and appointed a committee to study the many diverse modifications in girls' basketball rules. Alice Bertha Foster of Oberlin College was made chairman; Ethel Perrin of the Boston Normal School of Gymnastics, Elizabeth Wright of Radcliffe College, and Senda Berenson of Smith College were committee members. Thus were planted the first seeds of today's Division for Girls and Women's Sports.

Although there was no convention in 1900, the Council turned out a large amount of work in three meetings. Among other things, it accepted as the first affiliated organization the Society of College Gymnasium Directors, a men's organization which had been founded in 1897 by the AAAPE's own leaders.

Early in his third term of office, President Sargent became convinced that the new type of organization was not, after all, what the AAAPE needed. The Association was beginning to show signs of bogging down in its efforts to organize along geographical lines. The members were too widely scattered; small groups were so distant from each other that it was difficult to keep up interest, particularly with communication as it was in those days. Sargent felt that the AAAPE should have officially recognized sections of interest similar to the organization of the American Association for the Advancement of Science, and a few years later, he envisioned an association based on both geographical and interest groupings. He tried to bring about such a type of organization, but the time was not ripe. (This plan was in essence the one that finally went into effect in the reorganization of 1930 and 1931.)

An Association Publication

After several years of serious talk about establishing a periodical, the Council voted in December 1896 to proceed at once with the publication of a quarterly magazine to be called the *American Physical Education Review* (it will be referred to in these pages as the *Review*). President Hartwell served as chairman of publications, and the first issue came off the press before the year ended. Hartwell wrote the first article for the first number, a commentary on "Peter Henry Ling, the Swedish Gymnasiarch." The first article by a woman, Alice B. Foster, was entitled "Basketball for Girls" and appeared in September 1897.

In 1898 George W. Fitz of Harvard's Physiology Department took over as chairman of publications. He immediately compiled a foreign exchange list, which developed into the best such list for any periodical in the country. He also built up a subscription roll of 122 libraries. In 1900 he was given the title of editor and began a campaign to arouse the membership to discuss professional problems through the pages of its magazine. He asked why physical educators, physiologists, and psychologists had not gotten together to investigate the relation of exercise to bodily de-

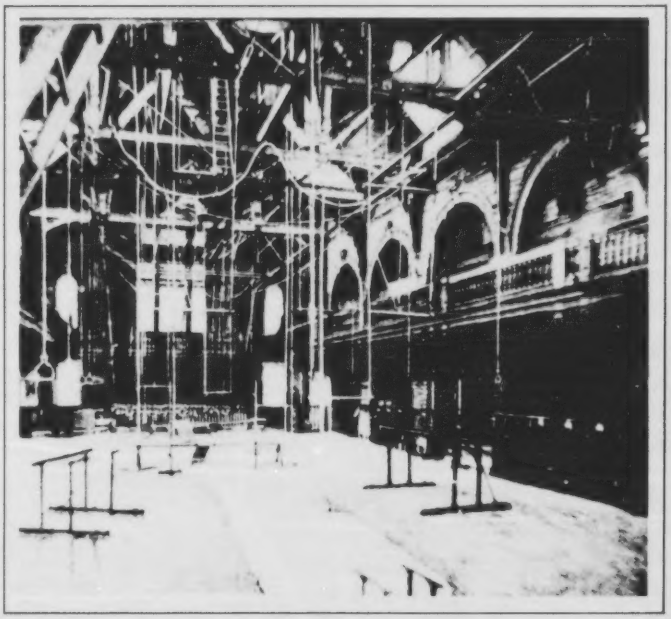
velopment as the much-talked-of Committee of Fifty was investigating the effects of alcohol. He also vigorously attacked a popular woman's magazine for its unscientific statements on exercise and health.

Program Features of the 1890s

The two high spots of the convention of 1890 were Dr. Sargent's paper, "The Physical Test of a Man," and Dr. Gulick's "Physical Education—A New Profession." Gulick, setting forth the objectives of the profession, called attention to the fact that physical education is not a department of medicine alone, not a department of education alone, but is tied to both. He declared that physical education is a profession in its own right and that neither medicine nor education alone can produce a physical educator. The following year Dr. Sargent, in his presidential address "Is the Teaching of Physical Training a Trade or a Profession?" sounded the death knell to many misconceptions about physical education. Dr. Hartwell gave a lecture on his travels in Europe under the title, "Athletics versus Gymnastics at Home and Abroad," adding the novelty of stereoptican views. Eight women were on the 1894 convention program, and they talked on pelvic obliquity, occupation and exercise, compulsory physical education for women, lateral curvature of the spine, and outdoor gymnasiums.

This same year, G. Stanley Hall, president of Clark University, was the main speaker at the convention. Then in his late forties, he was at work on his monumental two-volume study, *Adolescence*. Deeply interested in physical education as a tool of education, he gave much attention to the AAAPE. As a personal friend of many of the leaders, he was a frequent guest, participant, and speaker at the meetings for several years. An innovation at the 1894 meeting was a lantern slide lecture by Dr. Sargent depicting the different types of physiques developed by athletics and gymnastics. Following this, Paul Phillips of New York City explained his two-year-old method of using the camera along with anthropometric measures in posture work. In the ensuing discussion, Dr. Sargent claimed that he had been using this method ever since 1889 and had found it highly successful. In support of this early-day attempt at visual education, a Springfield physician quipped: "You often hear of a thing passing in one ear and out the other, but you never hear of a thing passing in one eye and out the other."

The eagerly awaited "First National Convention" (actually the eleventh meeting) was held in Boston in April 1899, with Dr. Hartwell still serving as president. There was an unusually large turnout for this convention, the first in four years, and for the first time badges were issued to the delegates. The program filled three full days. Two mornings were devoted to business meetings. Topics discussed at the other sessions included qualifications and certification of



teachers, compulsory physical education, procurement of textbook materials (there were practically none in the field), establishment of more training schools, and the inadvisability of permitting gymnastics to become subordinated to games and play. Interest groups met informally to discuss their particular problems.

During the 1899 convention President Hartwell set up a Committee of Fifteen to draft definite recommendations for securing fuller recognition of physical training in the schools. (Committee membership was increased a year later by the addition of many prominent educators, such as G. Stanley Hall, William James, Henry P. Bowditch, James Cattell, and Joseph Jastrow.) President Eliot of Harvard University addressed the delegates, informing them that he had that very morning enjoyed an hour's "ride on the wheel." William James, who had supported Dudley A. Sargent in his request for required physical training at Harvard, spoke on that subject. This was the same William James, acknowledged as one of America's greatest psychologists, who said: "It is nonsense to suppose that every step in education can be interesting." This gave encouragement to those who were holding steadfast to their beliefs in the values of formal, disciplined work as against the rising tide of teachers who were lining up with the new philosophy propounded by John Dewey, which set forth interest as of prime importance in learning. These opposing views soon led to the controversy of "Interest versus Effort," vigorously debated at later professional meetings.

Fifteen Years of Growth

By the close of the century the organization had grown in number of members from 49 to 1076, and

membership reached as far west as Nebraska. Sixteen local societies from eleven states had joined: Detroit in 1894; Providence and Bridgeport in 1895; Boston, Philadelphia, New York, Cleveland, Springfield, and Cincinnati in 1896; New Haven and Hartford in 1897; Chicago, Baltimore, and Syracuse in 1898; and Omaha and Lincoln, Nebraska, in 1899. Ten were from today's Eastern District, four from the Midwest District, and two from the Central District. Four state organizations joined before the nineteenth century closed: Ohio in 1896, Michigan in 1897, New York and Nebraska in 1899.

After receiving an income of $34 in its first year, the Association had an annual income of around $1000 at the end of this 15-year period. During four of these years it received financial gifts ranging from $3 to $341 per year. In 1891 it had a salary item of $28 which by the close of the period had grown to $115.

For the first three years all the officers were chosen from Massachusetts and New York with one Council member from Pennsylvania for the first year and one from Missouri for the next two. In the fourth year these four states held all the offices and Council memberships. In the 1890's Maryland first, then Illinois and Canada, furnished officer material. Women took an active part in Association work, and there was not a year in the first decade when a woman did not hold one of the offices. For three of the first ten years, other women were also members of the Council. These women were Helen C. Putnam of Vassar College; Caroline Ladd of Woman's College of Baltimore; and Eliza Mosher of New York City, each of whom served as a vice-president for three years; Amy Morris Homans of the Boston Normal School of Gymnastics, who served one year as vice-president and six years on the Council; and Rose Posse of the Posse School in Boston who was vice-president one year and a Council member for many years after 1900.

During the first 15 years, the organization had five secretaries—William G. Anderson, Jay W. Seaver, Edward Hitchcock, Jr., Luther H. Gulick, and Edward P. Lyon; two recording secretaries—Ray Greene Huling and Rose Posse; one corresponding secretary —George Fitz; and five treasurers—T. D. Andrews, Edward M. Hartwell, William G. Anderson, C. E. Ehinger, and Christian Eberhard.

All presidents held the medical degree except the second one, William Blaikie, an attorney. He is the only president in the entire 75 years of Association history who was not in the profession. Volume I of *Who's Who in America,* published in 1899–1900, gave recognition to the first three presidents— Hitchcock, Blaikie, and Sargent—and to Eliza Mosher. The second volume, 1901–1903, included Edward M. Hartwell and Helen C. Putnam, the first woman officer.

Each succeeding year brought a larger number of members. Those who were to pilot the Association in later years now joined as young recruits. Among them in 1890 were Fred E. Leonard, James H. McCurdy, Nils Posse, Joseph Raycroft, William A. Stecher, Henry Suder, Thomas D. Wood, and Amy Morris Homans. In 1891 James A. Naismith and R. Tait McKenzie of Canada, Jessie Bancroft, Harriet Ballintine, Jacob Bolin, George Ehler, Ethel Perrin, and Amos Alonzo Stagg joined.

By 1891 the Association was ready to think about honorary members. The first such memberships were conferred upon Francis S. Galton, F.R.S., of England; Mrs. Mary Hemenway; Henry P. Bowditch; and Charles Roberts, F.R.C.S., of England. Galton was a nephew of Charles Darwin and a member of the Council of the British Association for the Advancement of Science. He was deeply interested in anthropometry and gave a paper on this subject at the Boston convention of 1889. Mrs. Hemenway founded the Boston Normal School of Gymnastics and gave much support to physical education during her philanthropic career. Dr. Bowditch was dean of the Harvard Medical School and author of a book, *Growth of Children.* Roberts was the author of a book on anthropometry. Another honorary membership was conferred on President Charles Eliot of Harvard University, an ardent friend of physical education.

In the summer of 1900 R. Tait McKenzie of McGill University represented the AAAPE at the International Conference on Physical Education held in Paris. He presented a paper in French on "The Effects of Straining, Breathlessness, and Fatigue in General on Facial Expression." Reports of the conference acclaimed it as the most carefully prepared paper of all presented. The young Association was making itself felt abroad as well as at home.

Notes

[1]At that time the Normal School of the North American Gymnastic Union was functioning in Milwaukee but was little known outside German-American groups. The Sargent School of Physical Education was just getting started in Cambridge, Massachusetts.

[2]This was the meticulously correct, erudite Dr. Hartwell who in an unguarded moment had said earlier that most recruits for the profession in the 1880's were women "with bees in their bonnets."

[3]In 1894 the NEA organized a Department of Child Study and in 1895 a permanent Department of Physical Education. The two departments carried on until 1924 when they united as the Department of School Health and Physical Education. This was the department with which the Association merged when it affiliated with the NEA in 1937.

[4]Shortly before the conference, however, Dudley A. Sargent was elected president of the AAAPE and although Dr. Hartwell served as president of the conference, he was in fact by then the past-president of the Association. This no doubt accounts for the common error through the years of listing Dr. Hartwell as president of the AAAPE in 1893.

Throughout these articles, Ernest H. Arnold refers to Ernst H. Arnold, tenth president of the APEA.

1900-1915

A Time of Athletics and Dancing

By the turn of the century the center of population in the United States had moved westward to Indiana, but the region beyond the Alleghenies was as yet little known to the Association. The twentieth century opened for the AAAPE with Dudley A. Sargent still at the helm trying to get the six-year-old constitution revised and to return to the system of annual conventions. In an effort to keep up with an expanding America, reorganization plans were to take up much of the time and thought of the leaders for the next few years. The profession also was facing increased challenges from several new directions. The playground and camping movements were coming upon the American scene, pushed by social workers; the school health movement was clamoring for attention, backed by the medical profession; and new educational philosophies were making demands challenging the concepts of a formalized and highly disciplined type of educational procedure. All of these challenges were making claims on physical education, and these demands colored materially not only the profession but also the work of the Association.

Rise of Interest in Athletics and Dancing

With the new century came a determined effort to bring athletics and dancing into the physical education curriculum as an acknowledged part of education and not just merely something for school children to organize and conduct for themselves after school hours. This presented a challenge to the gymnastics devotees to protect their heretofore somewhat unquestioned monopoly of the program. The "Battle of the Systems" now gave way to a new conflict of gymnastics versus dancing and athletics.

Throughout the opening years of the 1900's it was very difficult in many schools to get athletics recognized as a part of the school program. The Association took determined leadership in helping put athletics into education and education into athletics.

Evidence of the growing interest in athletics appeared in many ways. One was the founding of the Athletic Research Society in 1907, chiefly by Dr. Sargent and Dr. Gulick. It was made up mostly of leaders in the AAAPE who were interested in working intensively on problems presented by the rise of athletics in the schools. With Clark W. Hetherington of the University of Missouri as its first president and Joseph Raycroft of the University of Chicago as its secretary, the society attacked in particular the problems of amateurism and the control of amateur sport,

Ina Gittings, University of Nebraska, 1905

thus becoming a powerful force both in the profession and in the world of sports. Although the group did not affiliate with the AAAPE until 1925, it was openly and enthusiastically recognized and supported by the Association from the beginning.

The Association, as well as the profession, was searching out some solutions to the many worrisome school sports problems of the day.

As for dancing, it found an enthusiastic promoter in Luther H. Gulick. In 1905, when he was the first physical education director of the New York City public schools and also president of the APEA, he brought the convention to his city. He felt strongly that physical education was overlooking golden opportunities in not offering dancing in the school curriculum, and he selected the one word "Dancing" for the convention theme. Never before had this subject been given consideration on a convention program.

At the opening general session of the 1905 convention, Dr. Gulick himself gave a paper on dancing and rhythm education. Three entire sessions were devoted exclusively to dance. Elizabeth Burchenal, whom Dr. Gulick had recently brought to his staff from Teachers College, Columbia University, to introduce folk dancing into all New York City schools, and Caroline Crawford, of Teachers College, presented papers. Melvin Ballou Gilbert, the leading dancing master of Boston, who had taught dancing at the Sargent School, the Harvard Summer School, and the Boston Normal School of Gymnastics for some years, spoke to the delegates on the advisability of introducing dancing into school work. Various nationality groups, led by Miss Burchenal, Josephine Beiderhase, and Dr. Crampton (all of Gulick's New York City staff), demonstrated their native dances. A section meeting was arranged on the topic of rhythms and although it was not an officially recognized section, it can be considered the forerunner of the Dance Section which was established a quarter of a century later.

Immediately there was great effort to place folk dancing in the schools, so much so that some people became alarmed that it, too, along with hygiene and athletics, would completely crowd gymnastics out of the program. The popularity of folk dancing had so spread by 1909 that some people were attacking it as "a transient fad that will soon disappear." At the 1913 convention, Randall Warden of the Newark, New Jersey, schools spoke out in its defense, inveighing against the confusion over varied interests. He pointed out that folk dances, if carefully selected, could be made into a day's order and could be as beneficial as gymnastics. Both athletics and dancing had come to stay, but this did not mean the complete surrender of gymnastics. It remained about the same in many schools and survived in others by taking on new forms.

The Rise of Sections

Of the three departments set up in 1894, only the one on anthropometry survived. By 1901 the Association was ready to organize along many lines of interest, and it arranged for several sections: Anthropometry, headed by Franz Boas; Elementary Schools, headed by Jessie Bancroft; Normal Schools, headed by Jay W. Seaver; College Directors, headed by R. Tait McKenzie; and nonschool groups including the YMCA, YWCA, private secondary schools, and medical gymnastics (therapeutics), with leaders to be chosen later.

In 1905 the Anthropometry and Therapeutics groups merged, with Jacob Bolin of New York as chairman, assisted by Dr. Seaver and Baroness Posse. They drew up plans for a new section which required dues of $1 and was open only to those working in the field of therapeutics. At this meeting 20 joined the section and Baroness Posse was elected chairman. A year later the Elementary School Section changed its name to Public School Section. By 1906 it was arranged that the chairmen of the College Gymnasium Directors (Men) Section, Therapeutics, and Public School Section would automatically become the three vice-presidents. The next year the chairman of the Secondary School Section was added to the Council as a fourth vice-president. Of these original seven sections formed in 1901, only four remained active and carried on through World War I.

In 1914 a Women's Section was recognized for the first time on the convention program, but it did not appear the next year. The 1914 convention met in St. Louis and was largely in charge of the Middle West group, which no doubt put the Women's Section on the program. Gertrude Dudley of the University of Chicago served as its chairman, and she was chairman of such a group in the Middle West Society for several years.

The Rise of District Societies

A New England District had been organized in 1899 but lasted only two years. A Pacific Northwest group set up an organization in 1905, but it too was short lived. Now in 1912 there came into existence the first group destined to persist—the Middle West Society. In April 1912 a number of physical education teachers met in Chicago and organized the Middle West Society of Physical Education and Hygiene, with Clark Hetherington, then of the University of Wisconsin, as its president. At the next Council meeting of the APEA the question of affiliation of the two groups arose, and the Council asked George Ehler, one of its Middle West members, to confer in its behalf with representatives of the new group. In 1912 another West Coast group made a start, this time in California, calling itself the Physical Education Association of the Pacific Coast, but it survived for only two years. The only one of these four struggling district groups to be sponsored by the APEA was that in New England.

The May 1913 *Review* carried an editorial by President R. Tait McKenzie stating that it looked as though the time were ripe to organize the entire country into districts. The year 1912 had been one of unusual activity in professional circles—the APEA convention was held in February in Montreal, the

infant Middle West group started in April in Chicago, and Pacific Coast people convened for their first meeting in July in Berkeley, California. Never before had there been as many as three groups meeting in the same year in any part of the country, let alone covering the entire continent from the Atlantic to the Pacific. In 1913 there was a repetition of this occurrence, with the APEA meeting in Newark, the Middle West in Chicago, and the Pacific Coast in Berkeley.

When the Council met in New York for its annual business meeting on January 1, 1914, Ehler reported that, in his opinion, the Middle West Society would not be interested in affiliation until many sweeping changes were made in the APEA. These changes included the dropping of representation of local societies on the Council, setting up interest groups as sections within the APEA, and dividing into five districts with the governing committees of all of the districts making up the National Council. The Council voted to discuss the proposed changes at the coming spring convention. But before then, these informal proposals from the Middle West were published in the January 1914 *Review* and brought a strong protest from Eastern members.

At its meeting held in conjunction with the 1914 convention, the Council decided to call for a mail vote on the proposals, resulting in a vote of 21 to 2 against accepting them — a resounding defeat. President McKenzie then appointed a special committee, under his own chairmanship, composed of Wilbur P. Bowen and E. B. DeGroot from the Midwest, E. H. Arnold from the East, and Mr. Beach from the West.

But war clouds were gathering! On May 1, 1915 the Germans torpedoed the *Lusitania,* and President McKenzie sailed on the first ship out of New York harbor bound for England "to try to get into the war effort." Nothing more was heard of this committee project. As more and more people were drawn into the war effort, all thoughts were turned to other things. By the time the war ended, everyone had either forgotten the proposed committee work or had grown accustomed to each group going its own way alone. Perhaps the new leaders were uninterested. In any event, so the matter drifted into the 1920's, and it was not finally resolved until the 1930's.

At the beginning of the 1900–15 period, the national headquarters were transferred from Boston to New York, and the Council voted in an entire set of new officers—all from the New York area. Elected president was Watson L. Savage, M.D., a practicing physician, head of the Savage School of Physical Education in New York and director of the Columbia University gymnasium. The two secretarial offices of the preceding six years—a recording and a corresponding secretary—were made into one office again. For the first and only time in the entire history of the Association, a woman, Jessie Bancroft of the Brooklyn public schools, was elected secretary, and another woman, Elizabeth McMartin, was elected treasurer. Although throughout the year 1900 George W. Fitz had been called editor rather than chairman of publications as at first, the office of editor was now officially recognized, and Luther H. Gulick was the first to be elected to that office. (He held it for three years, but after he was elected president in 1903 the editorship reverted to Dr. Fitz.)

The Council took on five additional members, including the former president, William Blaikie, who thus served the Association for 17 years. Josephine Beiderhase of the New York public schools was another of these five. She is the earliest of all former Council members living at the time of the 75th anniversary.[2] The Council soon produced a new constitution patterned along the lines suggested by Dr. Sargent. It changed the name of the organization to the American Physical Education Association, the name used from 1903 to 1937. From now on the old Council would elect the president, secretary, treasurer, and editor, but the vice-presidents would be the persons elected by the sections as their heads. These officers then were to elect the members-at-large on the Council.

Although Gulick was not officially elected president until some time after the close of the 1903 Detroit convention, he was proclaimed president of the convention; Wilbur P. Bowen of Ypsilanti, Michigan, was at the same time proclaimed chairman of the convention.[3] What position that left for the Association's current president, Dr. Savage, is not clear. Could it be that President Savage and both vice-presidents

were unable to attend the Detroit convention and thus Dr. Gulick substituted for them? With the convention in Detroit, then considered a very long way from New York, and all the officers and other Council members living in New York, the undesirability of having all officers from one city became apparent.

Since for the past four years officers and Council members were all from either Boston or the New York City area, it had not been considered necessary to have elections at the convention for all could get together frequently and easily at any time. But now this custom was to end. Some time after the 1903 convention, the old Council met and elected the new officers.

In the fall of 1905 President Gulick proposed that the Council set up one special meeting each year as the official annual business meeting, at which time the election of officers would be held. Before this, elections had been somewhat casual with one or two officers elected at one monthly meeting and another one or two at the next meeting. He proposed further that this annual business meeting be held in New York during the Christmas holidays when so many workers in the profession would be there attending other professional meetings. Two years later this plan went into effect and continued through 1930.

In May 1906, the Council unanimously elected James Huff McCurdy, M.D., of the Springfield YMCA School to succeed Dr. Fitz as editor. Thus Dr. McCurdy entered upon a term of 24 years in that office. Early in 1904 the Council had decided to make the *Review* a monthly magazine, but Editor Fitz protested and the idea was abandoned. In 1908 Dr. McCurdy converted the magazine into a periodical of nine issues per year.

In March 1907, George L. Meylan, M.D., of Columbia University moved up from the secretaryship to the office of president. Born in Switzerland, he was the first of the four foreign-born presidents of the Association (Meylan, McKenzie, Arnold, Schrader). Under him in 1907 the first Executive Committee was created by choosing four members-at-large to serve with the officers.

Previous to the Philadelphia convention of 1909 there had been talk of the APEA affiliating with the Playground Association of America, which had acquired 1008 members in its few years of existence as compared with 919 for the APEA, then 24 years old. Leaders of the APEA were also leaders of the PAA. Indeed, Dr. Gulick himself was one of the founders of the PAA and a personal friend of Theodore Roosevelt, who was PAA's most enthusiastic and widely known booster. There also had been talk of affiliating with the American School Hygiene Association which by then had 190 members, 49 of whom were also APEA members.

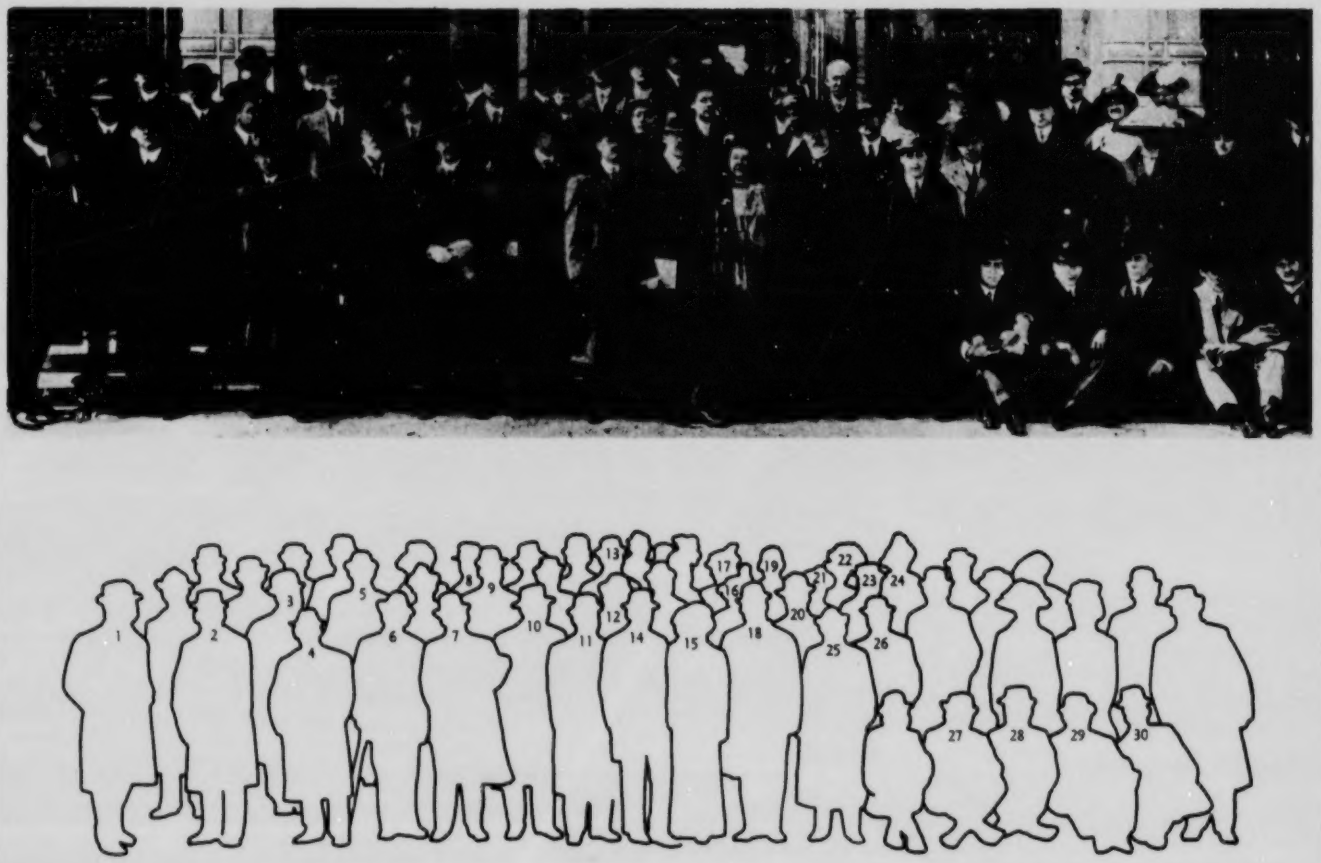
A committee had been set up to study the matter and make recommendations. Five of the committee members—Sargent, Meylan, Storey, Arnold, and McCurdy—rode together on the train from New York to Philadelphia and came to a decision on these problems.[4] They decided against affiliation with either organization since the PAA was made up mostly of social workers and monied laymen and the ASHA was mostly medical men and educational administrators; neither group had any particular interest in technical matters concerning physical education. The committee did recommend, however, that the next convention be a joint meeting with the Department of Superintendents of the NEA and the American School Hygiene Association so that common problems could be discussed.

Early Convention Highlights

The New York convention in 1901 was the first to name a hotel as headquarters. The Murray Hill Hotel at Park Avenue and 40th Street housed the delegates, but they dashed about from the Board of Education Hall at Park Avenue and 59th Street to Columbia University and back to the 9th Street Armory on West 14th Street for various parts of the program and then all over the city for an opening day visitation of schools, gymnasiums, and playgrounds. This was the first convention to schedule a reception, and there was a testimonial dinner to honor Edward Hitchcock who was completing his fortieth year as director of the gymnasium at Amherst. A breathtaking innovation was the showing of motion pictures—the very ones that had been shown at the Paris Exposition in 1900. Another first was the book exhibit. The entire convention was an appropriate salute to the new century.

The 1903 convention in Detroit was an interesting one. Three sections offered special programs, and there were four general sessions and a symposium. This last was a new feature on the topic "Present Condition of Gymnastics and Athletics in the U.S.A." J. A. Babbitt, M.D., of Haverford College spoke for the colleges; Delphine Hanna, M.D., of Oberlin College for the normal schools; Henry Hartung, M.D., of Chicago for the NAGU; George T. Hepbron of New York for the YMCA's; James A. Sullivan of New York for athletic clubs; and Charles B. Stover of New York for playgrounds. Delegates traveled by trolley to Ypsilanti to see an exhibition put on by the women students of the State Normal School and then on to Ann Arbor where the section meetings were held at the University of Michigan, with a reception and tea at the Women's League and a demonstration by university students that evening.

In 1904 a second World's Fair upset the regular routine. The Council decided to give up its own meeting to cooperate with international gatherings that summer at St. Louis. Association leaders cooperated by organizing a professional institute in which a course of lectures was given by several persons, each



American Physical Education Association Convention, Newark, New Jersey, March 28, 1913

Some of those in attendance at the 1913 convention have been identified as follows: 1—C. Ward Crampton; 2—George Fisher; 3—Allen Ireland; 4—Paul Phillips; 5—Henry Silverman; 6—Dudley A. Sargent; 7—George Meylan; 8—Frank W. Maroney; 9—William G. Anderson; 10—James H. McCurdy; 11—Randall Warren; 12—A. F. Kindervater; 13—Ernest H. Arnold; 14—R. Tait McKenzie; 15—Baroness Rose Posse; 16—Margaret McKee; 17—Helen McKinstry; 18—Jay W. Seaver; 19—Joseph Lee; 20—Clark W. Hetherington; 21—Elizabeth Burchenal; 22—Jessie H. Bancroft; 23—William Burdick; 24—Josephine Beiderhase; 25—Edgar Fauver; 26—Edwin Fauver; 27—Jay B. Nash; 28—Dudley A. Reed; 29—Carl Schrader; 30—Emil Rath. AAHPER would welcome additional information to identify others in this rare old picture, which was presented to C. Ward Crampton by one of his students, Henry Silverman, and donated for use in this special issue.

offering ten lectures on his special topic. At the conclusion of these lectures, diplomas were awarded to 24 persons who had taken the full course. Two open meetings were also held at which President Gulick and James A. Sullivan of the Amateur Athletic Union gave papers.

The year 1906 is unique in Association history as the only time when a convention was held in December—the place, Springfield, Massachusetts. A new feature was the scheduling of luncheon reunions of the graduates of the various normal training schools. The day following the convention, a special trolley car took the delegates on a visitation circle tour to Amherst, Mt. Holyoke, and Smith Colleges. At Amherst a luncheon and reception were given to honor Dr. Hitchcock for his 45 years of service to Amherst and the profession of physical education. He was then 78 years old and still at work. Bundled in a great lap robe, he went in a sleigh to the trolley to see the delegates off. As the trolley pulled away they gave him a rousing cheer which set the horses to prancing and the sleighbells to ringing. It was for most a last farewell, for the grand old man of physical education died only five years later.

At the Philadelphia convention in 1909, Sargent School graduates gave a banquet honoring Dr. Sargent, and the Boston Normal School of Gymnastics graduates gave a musicale tea at Drexel Institute honoring Miss Homans. Following the convention, the editor, through his column in the *Review*, deplored the lack of interest of newspaper reporters in the splendid papers offered. Not until a speaker mentioned the use and abuse of corsets in a paper, "The Importance of an Exact Knowledge of the Pelvic Articulation in Determining the Correct Poise of the Body," did a newspaper reporter perk up. Other

reporters hunted up the pretty girls in attendance to get their pictures for their papers. How little reporters have changed through the years!

The 25th anniversary of the Association in 1910 came and went without fanfare. No mention of that milestone was made in connection with the convention or in the pages of the *Review* although in 1909 Persis B. McCurdy (Mrs. James H. McCurdy) presented a historical sketch in the *Review* anticipating the anniversary. The fact that the convention was held in Indianapolis as a joint meeting with the Department of Superintendents (NEA) and the American School Hygiene Association may account for the failure to highlight the Silver Anniversary theme.

The next convention of special note was during the presidency of Dr. McKenzie. Born in Canada, he had been director of the Department of Physical Education at McGill University in Montreal before moving to the University of Pennsylvania in 1904. He took the 1912 convention to Montreal—it was the only one ever held outside the United States. Their royal highnesses, the governor-general and the duchess of Connaught, were the patrons of the convention. The editor warned all delegates going to this February meeting to take along "heavy underclothing, leggings, overshoes, gloves, etc.," and it was reported that Dr. Sargent had challenged Dr. Arnold to a curling match. Added to the excitement of February in Montreal was the prospect of the coming summer Olympic Games in Stockholm. Tour parties were forming; the tour to be led by William Skarstrom announced 46 days for $350. There was proud talk about the president's sculptured piece, "The Joy of Effort," which was to be unveiled in Stockholm, as a memorial to the Olympic Games presented by the International Olympic Committee.

The site of the 1915 convention was Berkeley, California. This was the first meeting west of St. Louis. President McKenzie had been commissioned as a temporary lieutenant in the British Royal Army Medical Corps, and the convention cabled him its greetings. This was the only Association convention ever presided over by an officer in the British Army and *in absentia* at that. Although the United States was not then involved in the war and had every intention of not becoming involved, life in America was daily becoming more colored by it. The *Review* carried many articles on war and peace. Dudley Sargent's article, "Is War a Biological Necessity?" and Paul Phillips' "The Relation of Athletic Sports to International Peace" provoked much discussion.

The subjects most discussed at conventions in the opening years of the 1900–15 period were the following: ideals of physical education, values of gymnastics, folk and aesthetic dancing, athletics, physical education in the school curriculum, school hygiene, efficiency tests, and preparation of teachers. The Association in 1913 set up a committee to study the curriculum of the normal schools of physical education.

More Growing Pains

Throughout the early years of the new century, the Association had become increasingly alarmed over the movement to play down physical education in the schools in order to give physical education teachers time to teach hygiene. This was discussed with other educational groups at the 1910 convention in an effort to make school men understand that, while physical

education teachers were deeply interested in having hygiene taught in the schools, it should not be at the expense of physical education.

At the same time the Association was going through years of internal political upheaval. The New York and Boston leaders contended for control. For the six years 1895 to 1901 the Massachusetts contingent had been in full command. Then the New York leaders took over for two years. In 1903, with a new constitution, the two groups shared the offices and responsibilities, but the decisions made by the Council could be canceled by the delegates at the conventions. This played havoc not only with Gulick's first two years as president but also with convention programs. Rivalries and frequent haggling in open meetings over Association business took valuable time from papers and discussions and occasionally created bad feeling.

Representation of local societies on the Council started in 1905, and the two areas vied with each other for the majority of these groups. By 1905 Dr. Gulick got rules approved that took all business out of the delegates' hands and gave it fully to the Council. Then by 1907 the powers of the various city groups were cut by adding representation of state and district groups to the Council.

But even these moves did not settle all the bickering. In December 1909, the Boston Society of Physical Education broke off relations with the APEA, because its leaders felt that the best interests of the Association were not being served. A New Yorker had held the presidency for nine consecutive years, although in the 24 years from 1885 to 1909, there had been an even division of the presidency between the two groups. But the Boston Society meant business. It did not rejoin the APEA until nine years later when a man from Maryland held the presidency. Reminiscing about this period later, Sargent wrote:

> During this period the partisan spirit of the rival schools and gymnastic systems was rampant and it was difficult to get any reasonable or satisfactory discussions of the scientific papers presented. It was largely through the influence of Dr. Gulick that all of the association business and political controversies were finally taken out of the public meetings and put into the meetings of the Council.

Dr. Sargent himself, given a cold shoulder over his plans in 1901 for constitutional changes which would have broken up the powers of little cliques, absented himself from all meetings for a couple of years.

President George L. Meylan remarked on the problems of the times when he declared in a letter to the editor of the *Review* that the years 1905 through 1911, covering his and Dr. Gulick's terms of office, were "stormy times when politics seriously marred our conventions and prevented progress." (When Dr.

Meylan stepped out of the presidency in December 1911 after completing five consecutive years in office, he had set a record matched by no other president. Sargent and Hartwell each served as president for a total of five years but in broken terms.)

Coming of Age

The Committee on Teacher Training which had been at work for two years offered preliminary recommendations in 1901 for qualifications to be considered for admission to normal training courses, as follows: 18 years of age or older; high school graduation or the equivalent; courses completed in physics, chemistry, mathematics, biology, and gymnastics; good health; endorsement as to character and fitness; and acceptance only on probation. The Committee also outlined recommended requirements for a two-year training course, with a preference for three years, which covered physics, chemistry, anatomy, physiology, kinesiology, hygiene, first aid, anthropometry, history of physical education, pedagogy, psychology, theory of gymnastics, voice training, medical gymnastics, pathology, physiology of exercise, and school government. To these were added marching, calisthenics, heavy gymnastics, exercises, athletics, and games. The Committee further recommended the granting of certificates and recognition of a rating to be known as "Master of Physical Training" conferred either by the AAAPE Council or a Board of Examiners to be appointed by the Council.

Shortly after taking over the editorship of the *Review*, Dr. McCurdy introduced an important series of articles on several subjects. The physiology of exercise was covered by C. Ward Crampton of New York City; hygiene by Thomas A. Storey of Stanford University; physical examinations by George L. Meylan of Columbia University; kinesiology by William Skarstrom of Columbia; and history by Fred E. Leonard of Oberlin College. The last two series later developed into important books.

In spite of internal difficulties the Association enjoyed a steady growth. Beginning the century with 1076 members from all states in the Union but fifteen, it had 1367 members from all states except three in 1915. Two more state societies were formed—Wisconsin in 1904 and Rhode Island in 1905.

The Association's net income rose from $1,000 per year to between $5,000 and $10,000 per year. Only once in the entire period did it receive financial aid. This was in 1904 when Amy Morris Homans and Walter Channing, both of Boston, donated $100 and $25 respectively toward the salary of the editor.

Ten persons were awarded honorary memberships to add to the earlier list of eight. They were Augustus Hemenway of Boston in 1901; Gustavus Adolphus, King of Sweden; Angelo Mosso, the Italian physiologist; Ferdinand Schmidt of Germany; Edward Hitchcock; and Dudley A. Sargent, all in 1905; Edward M. Hartwell in 1909; Col. Sir Viktor Balck of Sweden and Baron Emil von Schenckendorff of Germany in 1913; and Baron Pierre de Coubertin of France in 1914.

At the time of the Association's 25th anniversary in 1910, there were 47 foreign members. In 1905 the APEA was represented at the Second International Congress of Sports and Physical Education in Brussels by President Luther Gulick and Clark Hetherington.

Women in the United States did not as yet have equal suffrage with men. "Out in the sticks" they were still spoken of as females—even the Boston papers advertised for "female assistants" for playgrounds—and women's legs were still "limbs." But apparently the women in the APEA were taking it all in their stride—and their stride could be quite long when they got into the orthopedic shoes most women physical education teachers favored in those days. Although men held the great majority of offices, in all probability this was not a bone of contention among the women for they had as yet known nothing else in the public and professional life in America. Whatever disagreements occurred within the APEA, they were not of the men versus women type at this time. Geography, not sex, was the cause of conflict within the Association in the opening years of the twentieth century.

By the time of World War I, the "Battle of the Systems" had about spent itself. Neither side won. Both went down together in the face of a new philosophy. Of its passing Dr. McKenzie said later: "And now . . . these controversies have died down. We find that each of these systems has got its part to play in a well-rounded organization. They are like the instruments of a good orchestra, each coming in in its appropriate place and in its appropriate way." Other instruments had now come in to carry the theme.

Notes

[1]The Association had changed its name in 1903 to the American Physical Education Association. This was the Association's official title until 1937.

[2]Josephine Beiderhase, Ethel Perrin, Carl Schrader, C. Ward Crampton, and Amos Alonzo Stagg are the only known living members who joined the Association in the nineteenth century.

[3]Occasionally through the early years someone other than the president of the Association was listed as president of the convention. This custom no doubt accounts in some measure for the errors later on in the listings of the various presidents with their years of service.

[4]The sixth member of the committee, Amy Morris Homans, did not sit in on the meeting. She may not have made that same train, but even if she had, it is inconceivable that a lone woman, and of all people the very correct Miss Homans, would have joined a group of men for a conference in so public a place as a railroad train. In those days, where could a group have assembled for a conference on a train except in the club car, which no self-respecting woman would ever have dreamed of entering.

1915-1930

A Time of Teacher Training and Testing

Program cover for the twenty-second American Physical Education Association Convention held at the Bellevue-Stratford Hotel, in Philadelphia, PA April 10th-13th, 1918.

When this era opened, the gentle and gracious R. Tait McKenzie was still in England, and the presidential reins were assumed by the brusque and rugged Ernest H. Arnold of the New Haven Normal School of Gymnastics. Born in Germany, he was the third president in succession who was foreign born. Arnold had been on the Council continuously since 1894 and continued to serve many years beyond his presidency, rounding out 32 years of service to the organization when elected to honorary membership in 1926.

As yet Dr. McKenzie was the only one of the Association leaders drawn into the Great War in Europe, but Dr. Arnold's term was merely the calm before the storm. In his presidential address at the national convention in Cincinnati in April 1916, he called attention to the great need of the hour—"Preparedness"—and made a plea that the organization take care lest the rising tide of talk for military drill in the schools displace the more important physical training.

At the 1916 convention a Committee on Preparedness was established which immediately drew up a resolution to send to Congress and the state legislatures urging stepped-up physical training in all schools. A Committee for Promoting Physical Education in the Public Schools was also set up with headquarters in Washington, D.C. Dudley Sargent drafted

a model bill to introduce in Congress calling for required physical training "without military features." Columbia University's John Dewey accepted the chairmanship of this committee, and some of the nation's best known educators served with him. Dr. Sargent represented the APEA. The bill was introduced in Congress in February 1917, and also in the general assemblies of Mississippi, California, and Indiana.

In 1917 the APEA assembled for convention in Pittsburgh. On the evening of April 5 Elizabeth Burchenal led the group in an evening of folk dancing, starting a custom that she herself carried on for many years and which continues today at health, physical education, and recreation conventions, state, district, and national. That night the delegates were thrown into the greatest excitement when the calls of "Extra! Extra!" sounded on the streets. There were no radios as yet to break the news. The great headlines read: "United States has declared war on Germany." Early in the morning President William Burdick, M.D., of the Baltimore, Maryland public schools got a group together to draft resolutions. He then called the delegates together and the following resolution was passed:

Whereas, The United States has this day declared that a state of war exists between this country and Germany; and

Whereas, In this crisis we believe that there is need of the best service that each man is able to give; therefore be it

Resolved, That we the members of the American Physical Education Association in convention assembled, do offer to the President of the United States the services of its trained members for the conditioning of troops, for the organization of the recreational time of soldiers, or for such other services as might call for the technical knowledge of this organization.

Dr. McKenzie, now back from Europe and serving as head of the Therapeutics Section, followed up with a resolution from his group offering its services to assist in the medical treatment of wounded and convalescent soldiers and sailors. Bound together by the common anxieties, this convention became known as the "convention of good fellowship." The rivalries of the years before were now submerged in this common disaster. The country was at war! All were united in this one great common cause!

As the war effort got under way, 32 great mobilization camps were set up, each with four men as recreation directors. Five to eight recreation directors were brought into each of the officers' training camps. Recreation directors were also called for in communities near all these camps. Many APEA members, both men and women, were drawn into this work, several as regional directors. Walter Camp of Yale University organized a Senior Service in Patriotism for men over military age, and William G. Anderson prepared the graded gymnastic drill for this group.

On August 3, 1917, James H. McCurdy, representing the Training Camp Commission, sailed for France as director of physical activities for the YMCA with the American and Allied troops, and President Burdick took over his duties as secretary-treasurer-editor. Alarmed at what would happen if everyone dashed off to war, he presented a plea in the November *Review* to "stay on your job and work for the profession" and urged members to promote compulsory physical education in the schools of all states. In the same issue, however, he printed a call from Dr. McCurdy in France which said:

Social engineers are needed who can lay out big programs and put them into action for large groups. Five hundred men will be needed for the work by May first. . . . One hundred are needed at once. Drs. Meylan, Naismith, and McCurdy are now in France.

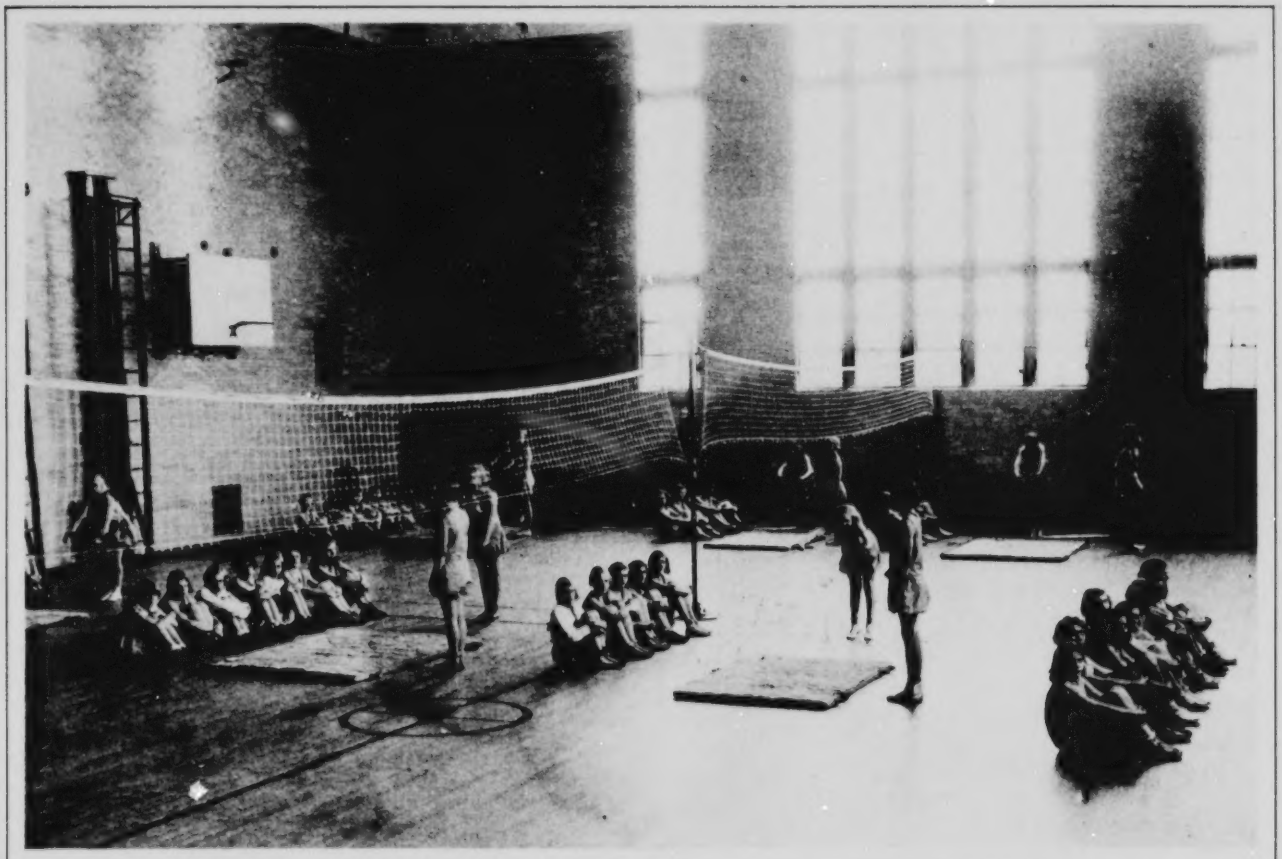
Dr. Burdick filled up both the November and December issues with articles from leaders over draft age who were overseas as recreation directors, begging more to come. Before the year was over the YMCA of America had, at the request of the French Army, established 1300 recreational centers for the French soldiers with George Meylan in charge; George Braden was in a similar position for the Italian Army. Joseph Raycroft had been commissioned by the U.S. War Department as army athletic director. He had 14 physical educators commissioned as captains and sent overseas as athletic directors of the American Expeditionary Forces. Walter Camp held the same position with the Navy, and he asked the colleges of the nation to loan their athletic trainers to work with United States aviators. Thomas A. Storey was made general inspector of physical training for the New York State Military Training Commission. C. Ward Crampton was one of his assistants. George Fisher, Luther H. Gulick, Amos Alonzo Stagg, Paul Phillips, E. B. DeGroot, and Frank Kleeberger were soon overseas with McCurdy and Meylan. These Association leaders laid the foundation for and pioneered the great athletic program of the American Expeditionary Forces.

In 1918, home from France for a rest, Luther H. Gulick died at his summer camp, surrounded by the Vermont lakes and woods he so dearly loved. The APEA lost one of its most constructive and farsighted leaders.

Association Work

In 1918 the U. S. commissioner of education and the APEA approached the National Recreation Association to seek its aid in educating lay people about the need for universal physical education. The NRA established the National Physical Education Service and in the next 20 years spent $250,000 on this service. Thanks to it, most states did finally institute laws requiring physical education in the schools.

Immediately following his election as president, William Burdick started a vigorous movement to bring



more organizations into affiliation with the Association. He extended his campaign to include all physical education sections of state teachers associations. As a result, the North American Gymnastic Union affiliated as a section in 1917 and the YMCA Physical Directors Society in 1918. The School Medical Inspectors Society considered affiliation in 1917. It was the first strictly health group to contact the APEA, but nothing came of the plan; it was to be many more years before the health workers as a group apart from physical educators would join the ranks. President Burdick, on a directive from the Executive Committee, approached William A. Stecher, president of the Physical Training Section of the NEA, to see if this group would be interested in affiliating with the APEA's Public School Section, but nothing came of it.

President Burdick found the load of all four offices along with his regular position too much after five months of Dr. McCurdy's absence, so he recommended that the Council hire Mrs. McCurdy as acting secretary-treasurer-editor until her husband returned. In 1919 the Council asked Dr. McCurdy to take on the APEA work as a paid, full-time position. Unwilling to give up his work at Springfield completely, he offered to take on the APEA work half-time with his wife staying on as his part-time assistant. This arrangement was approved and lasted through 1929.

In 1920 the Association ventured upon a new path. For the first time, the presidency moved away from the Eastern seaboard and went to a Midwesterner, Dudley B. Reed, M.D., of the University of Chicago, former president of the Middle West Society. Ethel Perrin of the Detroit public schools was elected as the single vice-president.

When Dr. Meylan resigned in 1920 as chairman of the long-standing Committee on Standardization of Teacher Training in Physical Education, President Reed appointed Wilbur P. Bowen to take his place. He brought in a report outlining a recommended 120-hour course which the Council officially approved.

Under Dr. Reed's presidency a new constitution (the fifth one) was adopted which made a real attempt to meet the needs of a geographically expanding organization. Wisely, it did not define the districts, leaving it up to each district to feel its own way in regard to the territory it would cover. This new constitution defined the Association objectives as "to awaken a wide and intelligent interest in physical education; to acquire and disseminate knowledge concerning it; to promote such universal physical education as will provide well-trained teachers and secure adequate programs for the nation."

A memorable year was 1922, when the APEA could, for the first time, boast of having members from every state in the Union. There were also 73 members from foreign countries. Total membership was 2467.

Although the Association was making rapid growth in members, it was often in dire financial straits. A special finance committee was set up by President Reed to raise an endowment fund. All members were

asked to make a $2 contribution, and a sustaining membership of $10 was established.

In 1922 the U. S. secretary of war called a conference in Washington on the training of youth for citizenship and national defense. The establishment of standards for participation of youth in athletics, sports, and games was referred to the APEA through the National Amateur Athletic Federation which had but recently been organized.[1] The Association appointed a national committee with James H. McCurdy as chairman to develop ways of measuring motor ability (the term used at that time). The ambitious work of the committee was supported by a grant of $1,000 from the Laura Spelman Rockefeller Foundation. The committee's report, published in the December 1924 *Review*, described tests for four main activities: (1) free exercises; (2) girls and boys athletics (track); (3) the team games of football, soccer, field hockey, basketball, volleyball, and baseball; and (4) apparatus activities. Complete test instructions and scoring tables were provided.

Women's Special Interest

President Arnold took a particular interest in women's work and revived the Women's Section that had existed briefly in 1914. He urged the women to establish a strong section and to affiliate so that they might have a representative on the Council. But the women were not united. Those who wanted a section at all hoped that it might be a group of college women teachers, similar to the College Gymnasium Directors Society which the men had. This controversy between the college women teachers who wanted a section of their own and the Council members of the APEA who wanted a Women's Section open to all women lasted for several years. In 1917, President Burdick tried to get the independent Eastern and Midwestern groups of college women teachers together to form a national group to affiliate with APEA.[2] Finally in the 1920's a College Women's Section was established, open to all women teaching in colleges. A section open to all women has never materialized.

President Arnold also set up a committee to study the standardization of athletics for women, naming Florence Somers of the Cleveland public schools as chairman. At the closing Council meeting on December 30, 1916, a standing Committee on Women's Athletics was created. The new president, Dr. Burdick, named the following committee personnel: Elizabeth Burchenal of New York City, chairman, Ethel Perrin of Detroit, Elizabeth Bates of Brown University, Blanche Trilling of the University of Wisconsin, Florence Alden of the Baltimore Athletic League, Winifred Tilden of Iowa State College, Maude Cleveland of the University of California, Louis R. Burnett of the Sargent School, and E. A. Peterson of Cleveland. The first meeting of the committee was called during the convention at Pittsburgh in April 1917. Within two years, subcommittees for basketball, track, hockey, and swimming were established.

The committee tried to get a place on the 1918 convention program but failed. After repeated efforts the committee at last met with success in 1922 with Dudley B. Reed in the presidency. So as not to stir up the alarmists over what to them might seem a rising tide of a feminist movement within the Women's Athletic Committee, President Reed tactfully scheduled their meeting as a Women's Section meeting under the auspices of the Women's Athletic Committee. A group opposing the Women's Athletic Committee was the very group pushing for a Women's Section, so they were mollified.

During the year 1922 the Amateur Athletic Union asked the Women's Athletic Committee to affiliate with it, but the women voted a loud "No" and at the same time entered a protest with the AAU against American women participating in the track and field meet to be held in Paris in August 1922. At the Springfield convention in 1923 the Women's Athletic Committee called an open meeting and gave approval to resolutions passed by the newly formed Women's Division of the National Amateur Athletic Federation. Both these groups were concerned with the establishment of proper safeguards for the health and welfare of girls and women and wanted to avoid exploitation and commercialism. They also sought to head off efforts by the Amateur Athletic Union to control athletics for women.

Further Development of Sections and Districts

Throughout the war years the work of the sections gave way to the pressure of war-related work. It is difficult to find records of any activity for them until 1921 when the old Public School Section was revived under George Wittich of Milwaukee, the Therapeutics Section was revived under Harry E. Stewart of New Haven, and a new group appeared, the Playground and Recreation Section under W. D. Champlin of Philadelphia. By 1927 the latter had died out to be revived as a Recreation Section which was headed for many years by William Burdick. A Research Section was established under the leadership of Frederick Rand Rogers, New York state director, in 1928. Two others were recognized in 1929, the YWCA Section under Edith Gates of the National YWCA and the City Directors Section under A. P. Way of New York City.

In 1927 the Women's Athletic Committee was given recognition "of sorts" as a section, to keep the peace with the more insistent women, yet was announced as "not really official" to placate the men who were adamant against recognizing a committee as a section. The women gladly accepted this subterfuge so they could get on with their work, which could be forward-

ed better if they could function as a section. (The National Section on Women's Athletics was finally officially organized and recognized in 1932.)

District matters received attention again under Ernest H. Arnold. George Ehler, backed by McCurdy, sought greater freedom for all sections of the country in carrying on their own district affairs. The new constitutional plan called for three districts—East Coast, West Coast, and a Middle section—each extending from Canada to the Gulf of Mexico. President Arnold appointed three district counselors to organize each district. The Eastern District organized in 1918–19, but without the southern coastal states. The Western District was organized in 1918 with the help of Clark Hetherington, who had previously founded the Middle West Society and was now California state director. Its first convention was held at Berkeley with Charles Hunt, a Boy Scout executive, as president. However, this district lasted only five years because it found its area too large to cover.

The Middle West Society rejected the plan completely and refused affiliation. However, Dudley Reed, Middle West Society president, invited Dr. McCurdy to attend the 1917 Middle West convention and to sit in on the Council meeting. McCurdy asked for a cooperative meeting of the APEA and the Middle West Society in 1919, and one was held at Chicago. In a further conciliatory move by the APEA, the December 1918 *Review* was dedicated to the Middle West Society.

District groups were brought into official representation on the Council for the first time in 1918. Carl Schrader of the Sargent School was accepted as representing the Eastern District, and Wilbur P. Bowen of Ypsilanti, Michigan, was invited to sit in as a guest to represent the Middle West group which still remained independent. By 1919 the APEA had the country organized from coast to coast even if not from the Canadian border to the Gulf.

Convention Highlights

By the time the 1918 convention rolled around, the United States was deep in the Great War. Prices for everything had soared sky high. Hotel rates had jumped from $1 to $2.50 per day of the year before to $3 to $5 per day. For the first time since 1913 three groups were meeting in the year: the 33-year-old APEA at Philadelphia in April, the six-year-old Middle West Society at Detroit in May, and the brand new Western District of the APEA, as it was called, for the first time in Berkeley in July. This year for the first time also preconvention meetings were scheduled.

The year 1919 found the Great War ended. The cooperative endeavor of the APEA and the Middle West Society for a convention in Chicago was a great success. Martin Foss of the YMCA Training School in Chicago (now George Williams College), as president of the Middle West Society, gave the opening address welcoming the national Association to the Middle West.

The first of the three conventions under President Dudley Reed was held at the Waldorf Astoria Hotel in New York in April 1920 and featured a convention banquet. The toastmaster, George Fisher of the International YMCA, took this occasion, the 35th anniversary of the organization, to pay tribute to the four past presidents who were deceased—Blaikie in 1904, Hitchcock in 1911, Seaver in 1915, and Gulick in 1918. The founder, William G. Anderson, was present, and he spoke of the founding of the organization just as he did again 15 years later at the Golden Anniversary meeting. Dudley A. Sargent, then 71 years old, talked about his 50 years of teaching.

In his first presidential address, taking cognizance of the growing enthusiasm for tests and testing, Dr. Reed said in part:

> We yearn for definite, logical, unwasteful methods of procedure and concrete, laboratory proof of accomplishment. We long for figures which do not lie. . . . We would have standards of efficiency and tests of progress, measurements and proofs. Properly applied these things may be good. . . . If they tend to make us forget the immeasurable elements of human nature . . . they are not unmixed good. . . . The greatest things in human experience and the most real are the least tangible. The weight of a mother's love would not cause your balance beam to quiver. The patriotism of a boy in khaki is not measured in foot pounds. The calorimeter will not record the beauty of a sunset on a mountain lake or a perfectly executed string quartet. Your tape is not long enough to encircle happiness nor your calipers accurate enough to evaluate the grief of a child with a broken toy. But such are the things that make up life. Such are the things which determine personality. . . . To forget individual human nature in the lust for figures is to handicap ourselves in the face of opportunity. . . . In certain respects those of us who are teaching athletic teams are the best educators of us all. We know that the best results are not obtained by treating all individuals by rule of thumb. We have learned to prod the sluggard, to curb the impetuous, to inspirit the cowardly, to encourage the sensitive, to humor the petulant, to make the poor man good and the good man better. And this we do by recognizing not only what the tape shows but also the mental and moral qualities which make one person unlike another. . . . Would it not be well for us whose privilege it is to work with individuals on so intimate a footing to take cognizance of man as he is, the imponderable as well as the ponderable? . . . Might we not all be better men if we were more scientific, and better scientists if we were more human?

In 1921 the Association ventured once more to the West Coast for a convention at Oakland, California. The next year the national meeting was in Detroit, but the Middle West Society had its own meeting a month earlier at Des Moines. This year was the first during which there were as many as four conventions—three district meetings and the national convention.

Dr. Reed was succeeded as president by Carl L. Schrader, a member of the Council for 20 years who had just been appointed the first state supervisor of physical education for the Commonwealth of Massachusetts. Schrader is now 88 years old and is the earliest past president still living. The 1923 convention was held in his home state at Springfield, and the attendance of 1169 was the best ever. The convention theme was "Standards for Measuring Progress." James H. McCurdy was signally honored at this convention by the presentation of a beautiful watch and chain. It was given on behalf of the National Council by Past-President Reed who paid fitting tribute to McCurdy as one "patient in tribulation, not slothful in business, fervent in spirit, serving the Lord." At a time when there was growing dissatisfaction with the APEA by the Middle West Society, this presentation by the first national president from the Midwest was a gracious gesture to ease tension and promote a spirit of cooperation.

At its 1923 meeting the Council made a recommendation to the next program committee to ask speakers "not to read their papers in full but to speak to the audience." How many long-suffering convention delegates in the years to come would add their vote to this request!

In writing the history of the Association for this period, it is necessary to take note of some of the professional controversy which developed among the members, particularly over program and methods. For example, the editor of the *Review* wrote a very favorable review of a new book by Jesse Feiring Williams in the January 1923 number but made this comment: "The author seems unduly critical of the older methods and to assume that the older methods still in use are used from choice, when, in many cases, the more formal types of work are used more largely because of lack of adequate equipment for any other type of work." William A. Stecher of the Philadelphia public schools, speaking at the Springfield convention, also took exception to Williams' criticism of the older activities and is quoted in the *Review* for September 1923 as saying:

> I cannot therefore agree with Dr. Williams when he says that pupils "hate" the work presented in typical gymnasiums. . . . In fact, I am not afraid to say that in the hands of a skilful teacher a lesson composed mostly of formal work can be made enjoyable. I also am willing to say that in the hands of a poor teacher a lesson composed mostly of informal work can be made most uninteresting.

Between December 1922 and July 1924, the Association lost three of its most prominent pioneer members—Dudley A. Sargent, Edward M. Hartwell, and Fred E. Leonard—three truly great men.

The problem of maintaining adequate standards in professional curriculums continued to be a major concern. By 1927, 34 states had laws concerning physical education so that the demand for teachers increased tremendously. To meet this situation many colleges

jumped into the preparation of physical education teachers. Between 1920 and 1927 the number of institutions offering professional physical education work nearly doubled, from 80 to 150.

The Association cooperated with James F. Rogers, M.D., of the U. S. Bureau of Education in calling the first of two conferences of teacher training institutions in Washington in May 1925. Forty representatives attended, and they too recognized the need for a national study of physical education preparation. The National Council was asked to do this with the cooperation of Dr. Rogers and the Bureau of Education. Wilbur Bowen was appointed chairman of a committee for this job (upon his death Dr. McCurdy took over as chairman). The work of the committee, however, was hampered by lack of money, for the Laura Spelman Rockefeller Foundation turned down a request for $20,000. The committee wanted to visit schools and again made an effort to get financial help. No money was forthcoming, so the committee's preliminary report at the Council meeting in 1929 was based on a study of catalogs and correspondence.

A notice in the *Review* for June 1929 stated that one of the country's oldest private schools of physical education, the Sargent School of Physical Education, was to become part of the Boston University School of Education. This illustrated the fact that the era of private schools was coming to an end. The trend of professional education was evident in the announcement that while the three-year course would be continued, a four-year course for the bachelor's degree would be instituted. A handful of private schools of physical education still remained in operation, but their days too were numbered.

Two other important committees reported results of some hard work and study. In 1927 Allen Ireland, Connecticut state director, was appointed head of a committee to study state curriculum requirements. After two years the committee completed its work and published a report in the *Journal*[3] for September 1930. A second committee, with Carl Schrader as chairman, was invited by the Superintendents Association of the National Education Association to prepare a report on the junior and senior high school curriculum. The work of the committee received widespread distribution through publication in the 1928 Yearbook of the Superintendents Association, in the 1928 *Review* for March, April, and May, and as a separate pamphlet sold by the APEA.

Another instance of Association cooperation was its participation in the National Conference on Outdoor Recreation called by President Calvin Coolidge in 1924 to promote conservation of natural resources and outdoor recreation. The Council voted to give $50 to this work.

The Association faced several serious problems during the latter half of this period. The most important one centered on the national growth of the membership and the need for adequate representation for all parts of the country. The Middle West Society continued apart from the APEA and was critical of the national Association on the following specific counts: (1) it was not democratic enough, (2) it did not recognize young people in the profession, (3) its dues were too high for most teachers to pay, (4) it took all convention income when it met with the district, and (5) its business meetings were always held in the East and dominated by Eastern members.

Women's role in the national physical education and athletic movements continued to stir controversy. For some, the issue was feminism; for others, representation.

These matters began to come up in the National Council meetings. In reply to a letter from Jay B. Nash, then superintendent of playgrounds, Oakland, California, recommending the election of officers at the national convention, Executive Secretary McCurdy stated at the January 1925 Council meeting: "There is no time to discuss routine business and elect officers at a busy convention." This had been the custom in the early years but was changed for the reason cited. McCurdy recommended that an official representative from each district be sent at Association expense to attend the annual meeting, but this was not acted upon. In 1928 the National Council turned down a proposal for the election of two additional members to the Executive Committee from the floor at the convention, but it voted to add two members to the Committee elected by the Council itself.

In spite of these and other difficulties, there was evidence of more cooperation between the Middle West Society and the national Association. Whereas some ill-feeling arose in 1922 because the APEA met at Detroit and the Middle West Society held its own meeting at Des Moines, the president of the Middle West Society, Margaret McKee of Des Moines, invited the APEA in 1926 to meet in that city the next year. The president of the APEA at this time was the second Midwesterner to have the honor, C. W. Savage of Oberlin College, the only college athletic director

ever to be president. The 1927 national convention was held at Des Moines and was for the first time referred to as a "joint meeting" with a district society. At the Middle West Council meeting in 1929, both APEA President Frederick Maroney, M.D., of the Atlantic City schools and Dr. McCurdy were present by invitation of Middle West President Mabel Lee, to discuss common problems. The Middle West Society thus played a very active part in initiating and bringing about vital changes that were soon to occur in the Association.

The growth of physical education in the southern part of the country culminated in the organization of a Southern District in 1927 with McCurdy's help and presence. The first president was A. D. Browne, M.D., of Peabody College who presided at the first convention in 1928 at Atlanta, Georgia.

The ever-present financial problem demanded attention. Dues were increased from $3 to $5 in 1922. The purchase of new equipment in 1922 cost $2,000 for which there was no money. The Council recommended that each Council member try to raise $100 through sustaining memberships, personal gift, or new advertising. Dr. Arnold pledged $100 on the spot as he did so often to help the Association, and smaller amounts were promised by others. This financial assistance by individuals through gifts and sustaining memberships of $10 a year occurred time and time again and is pertinent proof of the genuine concern these men and women had for their Association. We today seldom appreciate this loyalty. Good news came in 1925 when McCurdy reported that the Association was out of debt for the first time since the war.

An interesting part of Association business was the sale of books. In 1911 the Association began to sell books as a service to members because at that time there were no large companies specializing in physical education books. This developed into quite a sizable and profitable business, and sales reached a peak of $11,811 in 1925. Receipts then began to decline, and at the 1928 convention there were four book companies with special exhibits, all competing with the APEA booth. As a result, book sales by the APEA were discontinued that year.

Tucked away on page 126 of the February 1927 *Review* was the first preconvention notice concerning travel for those planning to come by automobile. The previous mode of transportation had always been train. Detailed instructions were given for surfaced routes.

The 1928 convention met in Baltimore, but the National Council canceled the 1929 convention scheduled for Indianapolis when it learned that the Middle West Society was meeting in Chicago. This was the first year without a national convention since 1908.

In the December 1929 number of the *Review* appeared an editorial entitled "Resignation of an Editor." This was the matter-of-fact announcement by Dr. McCurdy that he had completed 24 years as editor and would be succeeded by Elmer D. Mitchell of the University of Michigan. For 23 of these years James H. McCurdy had also served as secretary and treasurer. He summarized with justifiable pride the growth of the Association during these years. The *Review* changed from four issues to nine issues annually in 1908 and to ten issues in 1922. The number of pages increased from 316 to 950. Earned budget went from $2,323.84 in 1906 to $27,608.85; membership and subscribers increased from 792 to 3718; advertising and miscellaneous receipts grew from $517.84 to $11,690.55.

Here was a man who gave unsparingly of himself to serve the Association, and it would be impossible to catalog all of Dr. McCurdy's specific contributions. Gratitude should be expressed also to his wife, Persis B. McCurdy, who faithfully served as assistant secretary-treasurer-editor for over a decade.

Both Dr. and Mrs. McCurdy were later voted honorary members of the Association. In the late 1920's honorary memberships were also awarded to William G. Anderson, Ernest H. Arnold, and William A. Stecher, in recognition of their many years of service to the Association.

It can be said that 1915 to 1930 was a period of growing pains with their associated discomfort and annoyance. Created in the East and nurtured primarily by Eastern people, the Association had now grown to include members from every state in the Union. For the preceding period, membership increased from 1076 in 1900 to 1367 in 1915—a gain of 291 members. But the increase from 1915 to 1930 was 4366 members. It was during this period, then, that the discussions were held, differing opinions expressed, and common agreements reached for the benefit of the Association. The groundwork was laid for a new structure—an American Physical Education Association truly democratic in procedure and truly national in scope.

Notes

[1]Eight members of the Board of Governors of the new NAAF were APEA members: Dudley Reed; James H. McCurdy; William Burdick; Blanche Trilling, chairman of the APEA's Women's Athletic Committee; Henry Kallenberg and John Brown, Jr., representing the YMCA's; William A. Stecher representing the NAGU; and Joseph Raycroft and Amos Alonzo Stagg representing the NCAA.

[2]Amy Morris Homans of Wellesley College had organized the Eastern group in 1909. Gertrude Dudley of the University of Chicago formed the Midwestern group in 1917. These two groups, along with a Western group that was established in 1921, did get together in 1924 to form the National Association of Physical Education for College Women, as it is known today. It affiliated with the APEA in 1931.

[3]In 1930, the Association ceased publication of the old *Review* and published two periodicals, the *Journal of Health and Physical Education* and the *Research Quarterly* (see the article on AAHPER's periodicals, page 74).

1930-1945

A Time of Affiliation and Research

Times were indeed changing for the American people as the decade of the 1930's began. In addition to vast social and cultural change, the Depression contributed to significant economic adjustments as the dream of permanent prosperity was shattered. In national politics the election of Franklin D. Roosevelt as President inaugurated the New Deal with its sweeping changes that affected the lives of all Americans.

It may accurately be said that there was also a "New Deal" for the American Physical Education Association which preceded its political counterpart by several years. This may be shown by five illustrations, as outlined here.

Two Association Periodicals

Evidence of the APEA "New Deal" most obvious to the members was the first number of the new *Journal of Health and Physical Education* which they received in January 1930. This periodical represented a merger of the *American Physical Education Review,* begun in 1896, and the *Pentathlon* magazine started in 1928 by the Middle West Society. Elmer D. Mitchell of the University of Michigan had been editor of the *Pentathlon* and was invited by the national Association to become editor of the *Journal.* The new publication was designed to be national in scope and to feature nontechnical articles of interest to all readers. Pictures were to be extensively used and special columns instituted. "Physiology at the Service of Physical Education" by Arthur H Steinhaus of George Williams College appeared for several years; "Around the Country" by James E. Rogers, field secretary for the Association, contained newsy briefs for over a decade; and "How We Do It" has continued its practical tips to the present day. Space was given for section, state, and district association news in each issue.

A most important change was to cut the price of a membership and *Journal* subscription from $5 to $2. This was done at the insistence of the new editor who wanted to price the magazine for the rank and file of teachers. It was not a result of the stock market crash in October 1929 and actually was authorized before that incident. This reduction was a primary reason for a jump of over 2000 members between 1929 and 1930. The $2 price remained in effect until 1941 when it was raised to $2.50.

A second example of the "New Deal" in the APEA was the initiation of the *Research Quarterly* in March 1930. The possibility of such a publication had been discussed by the National Council three years earlier but was dropped for financial reasons. The formation of the Research Section in 1928 reflected a renewed and growing interest in research which had always been present in the activities of the Association. Another reason for starting the *Research Quarterly* was to offer some incentive for members of the Association to continue paying $5 after the *Journal* subscription alone was reduced. Although good research articles were hard to get at first, the rapid development of graduate education soon made its influence felt, and in March 1934 the first supplement to the *Research Quarterly* was sponsored by the University of Iowa. George Williams, Springfield, Wellesley, Boston University, and the National Association of Directors of Physical Education for College Women produced additional supplements in the next seven years. The Association gave $100 toward the cost of these supplements and the sponsoring institution paid the rest. The publication of research articles by the *Quarterly* enabled the *Journal* to concentrate on more popular and less technical articles. The old *Review* had tried to do both to some extent. High standards of the *Quarterly* have been maintained through the years by a Board of Editors composed of outstanding researchers.

A new constitution and by-laws were approved in 1930, incorporating several important changes designed to make the Association more representative of the country as a whole and to promote democratic procedures. The new constitution required that the Legislative Council (replacing the National Council) meet at the time and place of the national convention rather than during Christmas vacation in New York City as had been the custom for years. Furthermore, the Legislative Council was to elect two members at large to the Executive Committee. In a move to strengthen the state and district organizations, city and local societies no longer had a representative on the Legislative Council. Another important change was the formation of a Nominating Committee consisting of the national president and a representative of each district to solicit nominations from the membership and to submit three names for each office. This important change was originally proposed under

the presidency of Mabel Lee and went into effect for the first time in 1934 when Strong Hinman of the Wichita, Kansas, public schools was elected president. This plan has continued to the present. These organizational changes alleviated much of the conflict and dissension which earlier existed between the various state and district associations and the national Association.

First Woman President

At the Council meeting in December 1930, a woman was elected president for the first time in history. This honor went to Mabel Lee of the University of Nebraska, who was at the time vice-president of the Association and immediate past-president of the Middle West Society. Women previously had achieved the vice-presidency, but it was largely an honorary office with little real responsibility. The second woman president was Mary C. Coleman of the North Carolina College for Women at Greensboro who served in 1933–34 and was the first Southerner to be elected to a national office. The election of these and subsequent women leaders was a fitting climax to the long years of service rendered by women to the Association from the day of its founding.

A fifth example of the "New Deal" in the APEA was the presentation of the first Fellowship Awards to outstanding leaders of the profession at the 1931 convention in Detroit. This was a project conceived and carried through by President Frederick Maroney. Ten women and 38 men were honored as the Association paid long overdue homage to such early leaders as Amy Morris Homans (then 82 years old), Delphine Hanna, Jessie H. Bancroft, Elizabeth Burchenal, Ethel Perrin, Thomas D. Wood, William A. Stecher, William G. Anderson, George Wittich, Clark Hetherington, James Naismith, Amos Alonzo Stagg, and Henry Suder. Twelve of these men were turners—eloquent testimony to the important role which German-American leaders have played in the history of American physical education.

These significant changes within the Association, however, were soon overshadowed by the sweep of events outside the profession. The deteriorating economic situation and the onset of the Great Depression challenged the very existence of physical education itself in many areas of the country. Physical education, along with art and music, was considered a frill which could be discarded to help cut expenses. Supervisors of physical education were eliminated to pare educational pay rolls.

The Great Depression Brings a Crisis

A crisis was reached in the fall of 1932 during the presidency of Jesse Feiring Williams of Columbia University. He responded to calls for help by organizing a national committee on physical education which prepared a pamphlet entitled *Physical Education Today*. It was printed by the thousands and distributed where needed. Secretary-editor Mitchell prepared a 92-page *Journal* for March 1933 (about 30 pages more than usual) with special articles by selected authors stressing the relation of health, physical education, and recreation to modern life. Twenty thousand copies of this issue and extra copies of the April *Journal* were printed and sent free of charge to superintendents, principals, board of education members, and others. The Association, represented by Mitchell, supported the formation of local citizens' councils to work for obtaining the greatest possible benefits from public funds and to halt indiscriminate budget slashing. In the fall of 1934 the Association sent out publicity to 2000 physical education directors for use during American Education Week.

President Mary Coleman appointed two additional committees in the crisis. One was the National Publicity Committee to promote public relations with educational associations, civic groups, and others. A second committee was to assist unemployed teachers by providing information about federal programs of relief. A later aid was a promotion handbook to support physical education programs, published in 1937.

It is difficult to gauge the effectiveness of these actions, but physical education held its place in the curriculum fairly well. This was the opinion of the Association's field representative, James E. Rogers, whose travels about the country gave him an abundance of first-hand evidence. Rogers himself did a great deal of highly effective work with state associations, civic groups, and state legislators to help hold the place of physical education in the school curriculum. He was instrumental in the task of helping states secure physical education legislation and appoint qualified state directors.

The 1933 national convention was scheduled for Louisville, Kentucky, and some Council members thought that it should be postponed because of general conditions. However, the officers felt that it

The 1985 district association organization was first formally established in the revision of the AAHPER Constitution which was approved in 1930. The Central District, founded in 1934, includes Colorado, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Wyoming; The Eastern District, founded in 1919, includes Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands; The Midwest District, founded in 1934, includes Illinois, Indiana, Michigan, Ohio, West Virginia, Wisconsin; The Northwest District, founded in 1931, includes Alaska, Idaho, Montana, Oregon, Washington; The Southern District, founded in 1928, includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia; The Southwest District, founded in 1935 includes Arizona, California, Guam, Hawaii, Nevada, New Mexico, Utah.

should be held and would provide a welcome relief to the many besetting problems of the time. The convention met and the number of delegates was not large, but they had a wonderful, relaxing time, thanks to Louisville's famed Southern hospitality. Delegates agreed unanimously that national conditions could not get any worse!

The Association itself weathered the depression remarkably well. The following table shows membership totals for a seven-year period:

1930	5,733	1933	5,892
1931	6,269	1934	6,002
1932	6,704	1935	6,479
		1936	7,501

The lowest number of 5892 for 1933 was still 159 more than the membership in 1930. Total income dropped during this period particularly because of the loss of advertising in the *Journal*. Several companies maintained their advertisements simply as a service to the Association and not because they expected any business. The national Association regularly rebated 50 cents for each membership to the state association for its support and help.

In spite of these serious difficulties and the expense of the *Research Quarterly*, the Association's financial report showed a deficit in only two years. The largest was incurred in 1933, as a direct result of printing the 20,000 copies of the March 1933 *Journal* and other materials mentioned previously. It was deliberately done because an Association with money would be useless if there were no program in the schools.

At the start of this period there were 22 state associations. The year 1931 was an auspicious one as six more were added: Colorado, Illinois, Maine, Nebraska, South Dakota, and Utah. However, it was not until 1941 when Idaho and Wyoming were added that all 48 states and the District of Columbia were represented on the Legislative Council at the same time.

The present district organization was completed in these years. The new constitution of 1930 established five districts—Eastern, Southern, Midwest, Northwest, and Southwest—but only the first three were

active. The Northwest District was officially organized in 1931, and the Southwest District came into being four years later. The huge Midwest District divided in 1933, and a new Central District was created out of the states west of the Mississippi River. The first Central District convention was held in 1934. There has been no further change except that Wyoming was subsequently moved from the Northwest to the Central District.

In the midst of these trying times, the Association reached its Golden Anniversary in 1935. Perhaps, because of other problems, this occasion might have slipped by unnoticed. However, a letter from a member to President Strong Hinman in December 1934 served as a reminder, and the 1935 convention at Pittsburgh marked a half century of existence. The founder, William G. Anderson, was the guest of honor on this historic occasion. Hinman appointed the first Committee on Permanent Historical Exhibits, headed by Agnes Wayman, the immediate past-president.

A welcome and humorous relief to the problems of the times was achieved in an after-dinner speech at the 1934 convention in Cleveland by the inimitable Dudley B. Reed, a past-president. This classic gem received national publicity. The topic was a scholarly discussion of the relative merits of substantial pies as opposed to fluffy desserts such as floating islands, blancmanges, and rubbery jellos. Dr. Reed elaborated thoroughly on the matter as only he could do with his excellent command of the English language and distinctive wit. He brought the audience up to a peak of emotion and hilarity when he uttered his stirring conclusion: "I would rather die on cherry pie than live on floating island!"

In the previous part note was made of the beginning of travel by automobile. A new mode of travel was reported by J. E. Rogers in the May 1934 *Journal* when he said that Dr. Maroney recently flew from New York to Texas and back. With possible *double-entendre,* the personable Rogers added, "Others have been up in the air, but not for so long." A new type of communication was also mentioned for the first time. Projecting a long look into the future, Clair Langton of Oregon State College discussed in 1932 the educational possibilities of television although he candidly admitted that he might be "more or less visionary."

The "New Deal" for women in the national Association which started with the election of the first woman president in 1930 progressed further in the next two years with the acceptance of the National Section on Women's Athletics and the Dance Section. The organization of the NSWA was the culmination of a long and at times almost bitter struggle between women leaders and certain cliques in the male-dominated Councils. The women differed among themselves in their own views as to their ultimate structure and place in the Association. Thus, a woman president was in a unique position as head of the Association and also active in the affairs of the women's section to try to bring about harmony. Troublesome problems were finally resolved by creating the National Section on Women's Athletics and establishing a Women's Athletic Rules and Editorial Committee as a standing committee of the section. Great credit for some long, hard work in ironing out countless details goes particularly to Helen Hazelton of Purdue University, Grace Jones of Summit, New Jersey, and their various committee members. The Women's Division of the NAAF affiliated with the APEA in 1931 and eventually merged with the NSWA in 1940. This administrative structure thus allowed the women to carry on their publication of rules handbooks and to promote desirable standards for girls and women's sports as an accepted and integral part of the Association.

The national interest in dance in the twenties was bound to make its influence felt in the APEA. At the 1931 convention the decision was made to organize a section, and it was formally accepted a year later. The leaders in this effort were primarily Martha Hill, Mary O'Donnell, Ruth Murray, Dorothy La Salle, and Mary Jo Shelly.

The Dance Section's first book, *Dancing in the Elementary Schools,* was published in 1933, and the section has continued with an active publishing program. A regular column, "Dance Section News Notes," began in the April 1934 *Journal* and is still carried on under the name "Spotlight on the Dance."

Affiliation with the NEA

Midway through this period occurred another milestone in the history of the APEA. The Association acquired a new name and became a department of the National Education Association in 1937. The old title, American Physical Education Association, was supplanted by the American Association for Health and Physical Education. This new title lasted just one year when it was changed to the present American Association for Health, Physical Education, and Recreation in 1938. (This makes Charles H. McCloy of the University of Iowa the only president of the American Association for Health.and Physical Education.)

The story of the affiliation with the National Education Association is an interesting one. After President William Burdick's inquiry in 1917, Jay B. Nash by letter and in person urged the National Council to consider joining the APEA to the NEA in the middle 1920's. Others objected that the APEA would lose its identity in the much larger organization. The first of a series of committees to study the matter was appointed by President C. W. Savage in 1926. A small subcommittee reported in 1929 and recommended merger at the end of two years. A larger committee headed by Dr. Burdick was appointed by the Executive Committee for further study. The subject was

then tabled the following year, but the preface to the 1930 constitution made the following statement:

The following Constitution and Bylaws are adopted with the understanding that at the earliest possible date, consistent with the best interests of our profession in general and the Association in particular, steps will be taken to effect an affiliation with the National Education Association as a department or division thereof. It is understood that such an affiliation shall permit our present unified organization.

President Jesse F. Williams renewed negotiations as chairman of a new committee in the summer of 1932 and eventually a memorandum for a joint membership plan was presented to the NEA. The NEA did not take action at this time and the matter rested for two years until taken up again by President Agnes Wayman of Barnard College. After her term of office expired, she pursued the matter as chairman of a committee appointed by the new president, William G. Moorhead, Pennsylvania state director. In May 1936, this committee met with officers of the NEA and drew up mutually approved terms for a merger of the APEA with the Department of School Health and Physical Education of the NEA. During the next year, the merger was officially approved by both the APEA and the NEA.

Edna W. Bailey was president of the NEA Department of School Health and Physical Education at the time of the merger and gave much time and thoughtful effort to working out the details of the new relationship. Agnes Samuelson, president of the NEA, and Willard E. Givens, executive secretary of the NEA, both gave encouragement and support to the merger. In the June 1937 *Journal* Dr. Givens assured APEA members "of cooperation from headquarters in whatever seems best. I am convinced that there is great opportunity ahead for this larger department. We must all put our hands to the task if it is to be successful."

The June 1938 issue of the *Journal* paid tribute to the officers involved in the merger in these words:

Their ability, interest, and unflagging energy have brought the Association through this strenuous period of readjustment and have provided the firm foundation for future development of health education, physical education, and recreation as one coordinated field. Special praise should go to President C. H. McCloy for his wise and tactful leadership, his efficient grasp of the endless details of Association management and convention planning, and his unfailing adherence to the high objective of a unified professional organization. The American Association for Health, Physical Education, and Recreation will remember with gratitude his part in its year of reorganization.

To go with the new name the Association was presented with its official seal designed by the renowned R. Tait McKenzie only a year before his death. The seal consists of the profiles of a typical American college boy and girl.

Through his years of experience as a physical education teacher and the long series of athletic figures he had sculptured, McKenzie was familiar with the type he wanted for the male profile. With characteristic thoroughness he wrote to a large number of women's colleges for photographs of girls whom the physical directors considered representative of the college girl of that day. He completed the design, shown here, only after lengthy and careful study of the best of the photographs.

The First Headquarters Staff

A major step forward was taken in 1938 when the Association for the first time authorized the employment of a full-time officer. Dr. McCurdy had urged such a step back in 1925 without success, and the Council had tried to employ Dr. McCurdy himself as a full-time officer in 1919. Now the post of executive secretary-treasurer was created, and Neils P. Neilson of Stanford University accepted appointment to the position, resigning from the Association presidency to do so. Mitchell was reappointed as editor of both the *Journal* and *Research Quarterly*. The Association

office was moved from Ann Arbor to the NEA building in Washington, D. C.

Neilson, the Association's first full-time executive secretary-treasurer, arrived in Washington, D. C., at the NEA building in September 1938 to find a vacant room assigned to him but no equipment, supplies, or secretarial help. During his first year he spent a good deal of time traveling, giving talks, and meeting with members of state and local associations. Under his leadership, a small headquarters staff was assembled, membership increased, and operating codes to bring stability to the divisions and sections were established.

A full-time assistant in health education was made possible in 1939 by a grant of $5,000 from the National Tuberculosis Association. Bess Exton came from Flint, Michigan, to serve in this position, which was supported entirely by the Tuberculosis Association for several years and then gradually taken over by the AAHPER. The Association lost the services of its ubiquitous field representative, "Jimmy" Rogers, who returned full-time to the National Recreation Association. His eight years of work for the APEA had been financed entirely by the NRA. In providing the services of an effective field representative, the NRA contributed much to the advancement of physical education; its role in the growth of the profession is gratefully acknowledged by AAHPER members.

Health, Physical Education, Recreation

The years from 1937 to 1941 saw some significant organizational changes, which drew the outline for the present complex structure. In 1937, when the Association became a department of the NEA, three separate divisions were established: the Division of Health Education, the Division of Physical Education, and the Division of Recreation. Each division had a head who was also a vice-president of the Association. During the next few years, new sections were added to the Association, making a total of 23 by 1939. The Health Education Division consisted of one old section, Health Instruction (formerly Health Education), and five new sections: Health Education Teacher Training, Mental Health, Nutrition, School Nurses, and School Physicians. The Recreation Division embraced three sections, all new: Recreation Leadership, Recreation Program, and Recreation Research. (There had been a Recreation Section for nearly 20 years previous to this.) The sections in the Physical Education Division were: Administrative Directors, Administrative Measurement, Camping, College Men's Physical Education, Intramural Athletics, Men's Athletics, Private Schools, Public Schools, Research, Safety, Teacher Training, Therapeutics, and Women's Athletics.

A revised constitution adopted in 1941 aimed to simplify the Association structure and facilitate the transaction of business. The Executive Committee and the Legislative Council were replaced by the Board of Directors and the Representative Assembly, following the pattern of the parent organization, the National Education Association. The Board of Directors consisted of the president, president-elect, past-president, vice-presidents, and one representative from each of the six districts. The Representative Assembly included the Board of Directors, district presidents, one representative from each section and affiliated organization, and one or more representatives from each state association, based on a sliding scale of membership. The Board of Directors handled all necessary business subject to veto by three-fourths vote of the Representative Assembly. The Assembly alone could change the constitution and bylaws, and it elected all officers except the vice-presidents (who were elected by chairmen and secretaries of the sections and affiliated organizations within the divisions). Committee structure was simplified by authorizing only two kinds—standing and president's committees. The latter were one-year appointments. Sixteen committees were discontinued.

Expansion of Interests and Activities

With all these profound changes, the Association embarked on a new era with tremendously broadened interests and responsibilities. It was no longer basically a physical education association with an interest in the related fields of health and recreation. The three areas now became partners with equal status. These changes would pose new problems and provide new challenges. In his presidential address to the delegates at the 1939 convention in San Francisco, Frederick W. Cozens of the University of California made a special appeal for all members to work cooperatively and harmoniously with the newer members. He proposed the motto: "Get acquainted with what the other fellow is doing."

Gradually during this period the Association extended its relationships with other organizations. The affiliation of the Association with the NEA was a prime example. Even earlier, in 1933, the Association joined the American Council on Education as an associate member and affiliated with the World Federation of Education Associations. In 1935 the Association voted to seek affiliation with important educational organizations. The AAHPER established a close working relationship with the American Medical Association and the American School Health Association in 1939. The next year Executive-Secretary Neilson invited 45 national agencies interested in various aspects of health education to organize the National Conference for Cooperation in School Health Education. The Educational Policies Commission, jointly sponsored by the National Education Association and the American Association of School Administrators, invited the AAHPER to share in the preparation of its publication, *Educational Policies for*

APEA Becomes a Department of the NEA

From the NEA Journal, September 1937

A most significant forward step was completed at Detroit, by which the American Physical Education Association becomes affiliated with the National Education Association as a department, merging for a trial period of five years with the Association's Department of School Health and Physical Education. This is in keeping with the growing movement to enlist the entire teaching profession in one all-inclusive organization. It reflects credit upon the officers of the American Physical Education Association, and the Department of School Health and Physical Education. It is an example likely to be followed by other groups.

The merger of this department with the American Physical Education Association will multiply the strength and usefulness of both groups. To workers in these fields who have not been taking part in organization activities this new forward movement comes as a challenge.

From the Journal of Health and Physical Education, September 1937

On the 28th of June, the American Physical Education Association and the Department of School Health and Physical Education of the National Education Association were officially amalgamated to form the American Association for Health and Physical Education—a Department of the National Education Association. This merger marked the consummation of the efforts of many educators within and without the American Physical Education Association to bring this organization within the National Education Association, and to unite the efforts of health educators, physical educators, and leaders in school recreation under one organization.

The final terms of the merger were approved in April by the Legislative Council of the American Physical Education Association, and later by the Executive Committee of the Department of School Health and Physical Education of the NEA by mail vote. The official union of the two organizations was effected at the Annual Meeting of the NEA in Detroit in June. Thus the American Physical Education Association, as a name, goes out of existence, as does that of the Department of School Health and Physical Education of the NEA; and the American Association for Health and Physical Education—a Department of the NEA—arises from the ashes.

The reorganization carried over the larger part of the organization of the American Physical Education Association, with some changes and additions. Three divisions were added, the Division of Health Education, the Division of Physical Education, and the Division of Recreation.

The new Association will continue to publish the *Journal of Health and Physical Education* and *The Research Quarterly*, and will carry on the work in physical education that was done in the past by the APEA. In addition, however, it assumes new and profoundly important tasks. First, the Association, through the Division of Health Education, hopes to give unity and leadership to much of the work in health education as it affects the schools. To this end—just as the APEA did and the new Association will continue to do with physical education national professional organizations—national organizations in the field of health education that are desirous of cooperating, are invited to become affiliated organizations, to have a voice in the Legislative Council, and to participate as organizations and as individuals in our work, our deliberations, our legislation, and our conventions—state, district, and national. In addition, we are hopeful that the experts in all fields of health education will cooperate with the Association in furthering the service to be rendered by the Association, without in any way lessening or limiting their services as individuals or through other professional organizations through which they have been accustomed to work.

In the Recreation Division, the organization is not yet as complete nor as complex. This division, however, faces very important issues and opportunities in that field, especially as it affects school systems.

The merging with the National Education Association affects the Association most favorably. No limiting restrictions have been imposed. The same state, district, and national organizations and meetings will be continued and expanded to include health education and recreation in each constituent organization of the Association. In addition, the organized forces of the National Education Association will be at the service of the American Association for Health and Physical Education in every way possible.

—C. H. McCLOY, President, American Association for Health and Physical Education.

Community Recreation, which came out in 1940. These developments pointed the way to more extensive and far-reaching relationships to come in the next period.

During this time also the Association began to extend its influence beyond the national borders in a modest way. The November 1932 issue of the *Journal* was used to publish some of the papers presented at the International Conference on Physical Education held at Los Angeles in connection with the Olympic Games. Reprints were made for world-wide distribution. Lucile Czarnowski, chairman of the Dance Section, spoke at the World Physical Education Congress in Stockholm in 1939. The *Journal* published a number of articles describing sports and games in other countries, including one with the exotic title, "Savage Wrestlers of the Black Sudan." The Association membership list in 1939 included 267 individuals from some 25 countries outside the United States. It was a natural move for President Margaret Bell, M.D., of the University of Michigan in 1939 to appoint the first Committee on Foreign Relations. International recognition of the Association came through the awarding of the Medal of Merit by the Czechoslovakian Ministry of Social Welfare and Public Health in 1939, only two months before the complete occupation of that country by Nazi troops. A long-time member of the Association, William Skarstrom, received a singular honor from King Gustav V of Sweden when he was made a Honor Knight of the North Star.

The energies and talents of the AAHPER were soon to be diverted into other directions as the specter of total war loomed larger. The coming needs were accurately portrayed in a fine editorial, "A Challenge to Duty," in the September 1940 *Journal,* which stated in part:

> In its present status, physical education was just beginning to bring its fullest contributions to peaceful living. Its emphasis was on health for its own sake, on sport for its own sake, on good fellowship, on joy of living, on creative accomplishment, on the fulfilled personality. . . . Now, however, there is a demand that this emphasis be shifted and we must hearken to it. . . . Physical education must therefore help our youth to become strong, to become hardened in endurance, to become loyal to democratic ideals. And yet in this process of service to the duty of preparedness, let us emphasize again that physical education has a duty to preserve the peace-time destiny to which it had begun to dedicate itself. All the needs can be met; all the gains preserved! Physical education represents values that are eternal; values which must be cherished even though they have to be temporarily subordinated while physical education girds itself to meet the call of duty in a national emergency.

One of the first war-time actions of the AAHPER was initiated by President Hiram Jones, New York state director, who appointed a National Committee on Preparedness and Legislation, consisting of Jay B. Nash, Allen G. Ireland, and Jesse Feiring Williams, chairman. A bill was drafted for Congress to use $100 million to enable the states to make better provision for health, physical education, and recreation in schools and school camps. This bill was introduced into Congress by Representative Pius Schwert of New York and after minor revision came to be known as H. R. 1074. The committee also opened a campaign for contributions from Association members for a Defense Fund to help finance the passage of the bill, and a little over $3,000 was raised. However, the bill ran into opposition and Schwert died unexpectedly. The bill itself suffered a similar fate in committee and never got to the floor.

When the Division of Physical Fitness was first established within the Office of Civil Defense, AAHPER President Anne Schley Duggan of the Texas State College for Women, Past-President Hiram Jones, and August Pritzlaff of the Chicago public schools served as coordinators. After Pearl Harbor this division was transferred to the Office of Defense Health and Welfare Services of the Federal Security Agency, and Frank Lloyd of New York University became executive director. At the same time the Office of Education added Ruth Grout, Jackson R. Sharman, and Dorothy La Salle to its staff to promote fitness.

The national convention themes for the war years reflected the prevailing emphases: "Preparedness—Today and Tomorrow"; "National Fitness through Health, Physical Education, and Recreation"; "Victory through Fitness"; and "Fitness for Today and Tomorrow."

Members of the AAHPER assisted in preparing three manuals for schools and colleges and conducted nine regional training institutes; this work was praised in a letter from John Studebaker, U. S. commissioner of education. A short time later, Dr. Studebaker invited and met with a committee from the AAHPER to formulate proposals for strengthening the services of his office in health, physical education, and recreation. Other officers and members of the Association carried extra burdens of work and responsibility both on the home front and in uniform and served their country in ways far too numerous to mention. Many state associations did yeoman work through institutes, conferences, and bulletins.

As the war continued, the Association officers became more and more concerned with two major problems. The profession was seriously handicapped by the shortage of teachers and the lack of equipment, brought about by the demands of the Armed Forces for both.

Early in 1943 the editor of the *Journal* and *Research Quarterly* went into the Navy. Publication of the Association's two magazines was transferred to the headquarters office in the NEA building in Washington, D. C. Both periodicals have been published as a function of the national AAHPER staff since that time.

NEA Building

Professional Objectives and Methods

The editorial columns of the 1943 *Journals* were filled with signed articles by various members of the Association. Some of these editorials were used to express personal differences of opinion over professional objectives and methods in time of war. Recognizing this unfortunate situation, President August Pritzlaff, in the *Journal* for September 1943, asked, "Would it not be well for us to get together, face the problems of our present task, and endeavor to settle our differences of opinion so that we can 'carry on' and make a worthy contribution to the physical fitness of the youth of our country?"

The work of the AAHPER was undoubtedly hampered by war-time conditions. As men and women went into the military services or war work, they gave up their professional association. Membership, which had climbed just over the 10,000 mark for the first time in 1940 (10,231), dropped off nearly a thousand in 1941 and continued to decline to a low of 7853 in 1943. Committee personnel experienced such a rapid turnover that the Board of Directors suggested that membership be frozen for the duration and replacements made only for resignations. The 1945 national conference (a war-time term for convention) and all district meetings were canceled because of a government directive. The *Research Quarterly* suffered from a lack of manuscripts because of the decline in research activity.

The Association acquired a new executive secretary during these years. After five years of dedicated professional work, Dr. Neilson resigned in December 1943 to become head of the Department of Health, Physical Education, and Recreation at the University of Utah.

He was succeeded on January 1, 1944 by Ben W. Miller who came from Indiana University. Dr. Miller began his years of outstanding service (1944–48) with a vigorous campaign to bolster membership and strengthen the Association at local, state, district, and national levels. He devised a membership quota plan for each state based on its population, number of teachers, and amount of money spent on education. A quota of 12,522 members was set for 1945. The final total of 10,585 fell short of the goal but was 2,237 more than the previous year and set an all-time high as of that date. For the first time since 1928, a membership directory was published in 1945.

As the war and the period covered by this part drew to a close, the AAHPER again became actively concerned with federal legislation as it had at the beginning of the war. The main issues this time were the question of universal military training and federal aid for promoting health and physical education in schools and colleges. The Board of Directors took no definite stand on the first issue. On the second matter the Board of Directors in 1945 voted against establishing additional government agencies for improving programs; existing agencies should be used. A call was issued in May 1945 to other organizations to discuss legislation, and the result was the formulation of the School and College Health and Physical Education Act of 1945 which was based on the thinking of over a score of organizations and agencies. In addition to these actions, the April 1945 *Journal* printed abstracts of nine bills before Congress dealing with health and physical education, plus the names of Congressional education committee members.

The passing of three of the prominent early leaders from the scene must not be overlooked. A great loss in 1938 was that of R. Tait McKenzie, a true Christian teacher, sculptor, writer, and gentleman—talented yet humble. He received some belated recognition when the McKenzie Memorial Committee, chaired by Grover Mueller, Philadelphia public schools, was formed in 1941 and a campaign begun in 1943 to collect funds to erect a bronze casting of his famous "Column of Youth" in the NEA building in Washington. The entire issue of the *Journal* for February 1944, designated as the McKenzie Memorial issue, was devoted to his life. In September 1940 James H. McCurdy passed on, a man who had undoubtedly given more of his time and talents—yes, even rooms in his home—to the Association than any other person in these entire 75 years of Association history. Two years later the scholarly Clark W. Hetherington died. A modern pioneer in the science of education and physical education, Hetherington had done much to shape the philosophy of the profession.

As a final item it should be recorded that the Luther H. Gulick Award, previously conferred by the New York City Society, was turned over to the national Association. The first recipient of a Gulick Award granted by the AAHPER was Charles H. McCloy in 1944. This has come to be recognized as the highest award of the profession.

1945-1960

A Time of Conferences and Fitness

The 1946 national convention at St. Louis was an occasion of great happiness and some sorrow. Delegates rejoiced with old friends over the end of the terrible war and the resumption of peace-time living. There was sorrow, too, over the loss of other friends who had sacrificed their lives or their health during the world-wide conflict. The quotation above by President Hughes of Columbia University at the convention outlined the work ahead that needed to be done.

The Association which in 1946 faced this awesome challenge as the representative of the profession hardly seemed adequate for the job. It was true that membership had reached a new high of 12,703, an increase of 2118 over the previous year. However, the total budget for the year was less than $42,000, and the headquarters staff in Washington consisted of only three professional people—the executive-secretary, the editor, and the health education consultant.

In this postwar era a host of problems demanded attention but two stood out over the rest. One was the need for adequate and well-planned facilities; the other was the pressing need for improved professional preparation of teachers.

The first problem arose because the construction of school and recreational facilities had been halted by the emergency material shortages during the war. Many communities began to plan living war memorials in the form of recreational facilities rather than monuments. There was also a lamentable lack of standards in gymnasium construction and planning of recreational areas. In 1945 the AAHPER took the initiative in planning a conference which became a reality through a generous grant of $10,000 from The Athletic Institute, a nonprofit organization for the advancement of athletics, physical education, and recreation. Thirteen other organizations cooperated in conducting a two-week workshop at Jackson's Mill, Weston, West Virginia, in December 1946. The work of the conference was published under the title *A Guide on Planning Facilities for Athletics, Recreation, Physical and Health Education,* and it went through eight printings selling 25,000 copies. A second conference to revise the *Guide* was held ten years later at Michigan State University.

The second problem concerning desirable standards for the professional preparation of teachers was nothing new and had been the subject of considerable attention since the early days of the Association. However, it became acute at this time because of a phenomenal increase in the number of institutions preparing teachers. To illustrate, in just one year, 1947, the number of such institutions jumped from 342 to 390. Major courses in health education and recreation were also becoming more common. Many veterans in the postwar enrollment bulge were attracted to these areas, and colleges obliged by offering hastily improvised curriculums. Preliminary plans for a National Conference on Undergraduate Professional Preparation in Health Education, Physical Education, and Recreation were drawn up jointly by AAHPER President Vaughn Blanchard, supervisor for the Detroit public schools, and the presidents of the American Recreation Society and the College Physical Education Association. Again financial support was obtained from The Athletic Institute. This conference was held in May 1948 at Jackson's Mill—truly a landmark in the history of the profession. A similar conference on graduate education was initiated by the AAHPER and held two years later at Pere Marquette State Park in Illinois with 14 sponsoring organizations, with financial support from The Athletic Institute. The reports of both conferences became standard references in their fields and are still exerting their influence in the profession.

The Association continued its strong interest in federal legislation after the war. Of seven resolutions passed at the 1946 convention, four were directly concerned with federal aid for school lunch, general education, health services, and school buildings. A fifth resolution asked that the government make surplus property available to schools and colleges at token cost. A proposed School and College Health and Physical Education Act ran afoul over methods of administration at the federal and state levels and was not introduced.

It is an inevitable responsibility to record the breaking of the last living link with the beginning of the Association in 1885. William G. Anderson died on July 7, 1947 in the eighty-seventh year of his life and in the sixty-third year of the life of the Association which he founded. In recognition of him the Board of Directors authorized the William G. Anderson Merit Award. The first presentation was made at the Boston convention in 1949 to Mazie V. Scanlan, super-

visor of health and physical education for Atlantic City, by President Ruth Evans of the Springfield, Massachusetts, public schools, who had recommended establishment of the award. For the first few years the Anderson Award was given primarily to people in health and physical education, but since 1955 it has been used to honor those outside the Association who best exemplify Dr. Anderson's philosophy of service to his profession and to mankind.

The R. Tait McKenzie Memorial Project begun during the war came to a successful culmination when the white marble reproduction of his "Column of Youth" was unveiled at the NEA headquarters on December 13, 1947. Mrs. McKenzie was present for the ceremony. (The statue now stands in the new NEA building at the entrance to the impressive James W. Crabtree Auditorium.)

Within a few years death claimed three more notable pioneers. In 1950 William A. Stecher died at the age of 92—an Association member for over 60 years. The following year Thomas D. Wood and William Skarstrom also passed away to further deplete the ranks of early leaders. These persons left a tradition of loyalty and devotion to the profession which is essential for our continued success today.

Once again in 1950 the United States and the Association had to cope with the war-time problems created by the participation of U. S. forces in Korea under the United Nations. In the same month that this "police action" began, the June 1950 *Journal* presented a committee report, "Medical Uses of Blood." Seldom has an article been more timely! In March 1951, President Dorothy S. Ainsworth of Smith College called a National Conference for the Mobilization of Health Education, Physical Education, and Recreation to meet emergency needs and develop guides for state and local planning of programs. Some 200 delegates from many states and organizations attended. The conference was held under the auspices of the National Conference for Mobilization of Education with the U. S. Office of Education.

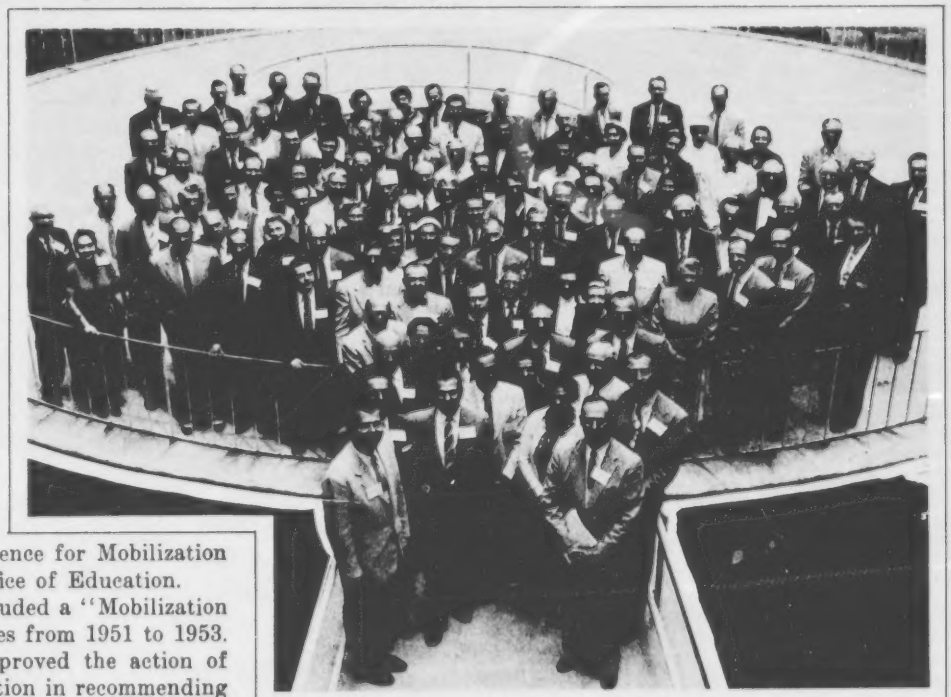
The pages of the *Journal* included a "Mobilization News Section" for a dozen issues from 1951 to 1953. The Association officially disapproved the action of the American Council of Education in recommending to colleges the acceptance of military training for physical education credit. Once again, legislation was drawn up for federal aid to the states. The bill, known as the School Health, Safety, and Physical Education Instruction Act of 1952, was introduced by Congressman Percy Priest of Tennessee, and members of the Association were urged to support the bill in every way possible. It was passed by the Senate but failed to reach the floor of the House.

The great expansion of major curriculums following the war soon resulted in the large scale production of health and physical education teachers. The result was an actual oversupply of men teachers and coaches, and the Association opened a teacher placement service. But the Korean situation quickly reversed this trend; an article in the May 1953 *Journal* was entitled "Wanted—Physical Education Teachers."

Association Services Increase

The decade of the 1950's was notable for a prodigious expansion of AAHPER activities. This was patently evident in three ways: (1) conferences, (2) consultant services, and (3) publications.

Conferences. Several important national conferences prior to 1950 have already been mentioned. From this time on many more were held for which the Association served as a co-sponsor or cooperating agency. These conferences were ways of focusing the talents of qualified people on important problems; the results were made available in published form at a reasonable price.



One conference sponsored by AAHPER was the National Conference on Education for Leisure held in Washington, DC, May 15-18, 1957. Approximately 150 participants discussed the role of the public school in providing for leisure time. Ten other NEA departments cosponsored this national meeting, an example of the productive teamwork of the NEA family.

Conferences 1951-1959

1951—National Conference of Physical Education in Elementary Schools

1952—Conference on Recreation, Jackson's Mill, West Virginia

1953—National Conference on Program Planning in Games and Sports for Boys and Girls of Elementary School Age

1954—National Conference of Physical Education for College Men and Women

Conference on Professional Preparation of Recreation Personnel

1955—National Conference on the Undergraduate Health Education Minor Program and Desirable Health Education Emphases for the Physical Education Major Program

National Conference for City Directors of Health, Physical Education, and Recreation (Cities with a population of over 100,000)

National Conference on Intramural Sports for College Men and Women

1956—National Conference on Health Education for All College Students

National Conference on Health Education for All Prospective Teachers

National Conference on Professional Preparation of Recreation Personnel (Second)

National Conference for City Directors and Supervisors of Health, Physical Education, and Recreation (Cities with a population of 50,000 to 100,000)

Conference on Fitness

National Facilities Conference

1957—National Conference on Education for Leisure

National Conference on Recreation for the Mentally Ill

1958—National Conference on Social Changes and Implications for Physical Education and Sports Programs for Women, Estes Park, Colorado

National Conference on Outdoor Education

Third National Conference on Professional Preparation of Recreation Personnel

National Conference on Fitness for Secondary School Youth

1959—National Conference on the Science Core in the Physical Education Professional Program

National Working Conference for Athletic Directors

National Conference on School Recreation

National Conference on Fitness for Elementary School Age Children

National Workshop on Equipment and Supplies for Athletics, Physical Education, and Recreation

Unless noted, conferences were in Washington, DC.

Consultant Services. Three new full-time consultants in special areas were added to give professional help at the district, state, and local levels throughout the country. In 1949 Lewis R. Barrett of Boston became the first consultant in recreation and outdoor education. He was followed by J. Bertram Kessell from Pennsylvania State College in 1951 and Jackson M. Anderson of Purdue University in 1954. The first consultant in physical education and women's athletics was Rachel Bryant of Mankato State Teachers College in Minnesota, employed in 1950. The first consultant in physical education and boys and men's athletics came in 1956 and was the prominent basketball coach of Yale University, Howard Hobson. He was succeeded two years later by Roswell D. Merrick from Southern Illinois University. The continuing position of health education consultant was filled by Elizabeth Avery Wilson of Florida State University who succeeded Bess Exton in 1948. She in turn was followed by William H. Creswell, Jr., of Colorado State College at Greeley in 1958.

Other changes and additions occurred in the permanent staff besides those involving consultants. The executive secretary, Ben W. Miller, resigned to accept the position of executive director of American Youth Hostels in 1948 after four years of outstanding service during difficult years. His successor was Carl A. Troester, Jr., from Syracuse University who has guided the great expansion and growth of the past 12 years. An associate executive secretary, George F. Anderson, also from Syracuse, was added in 1951. Ames Castle served as sports and industrial relations executive from 1954 until his death three years later. In 1955 Julian W. Smith of Michigan State University, a pioneer leader in school camping, was appointed director of the new Outdoor Education Project. Two new positions were created in 1958: Myrtle S. Spande of the State University of South Dakota became an assistant executive secretary and staff liaison for national membership and student major clubs; Louis E. Means from the California State Department of Education became director of special projects. As of March 1960 the staff had increased to 39.

Publications. The production of publications other than the *Journal* and *Research Quarterly* rose to a place of major importance in the affairs and influence of the AAHPER after 1948. A first step occurred under the leadership of President Ruth Evans when the Association, with the financial backing of the NEA, took over publication of all sports guides of the National Section on Women's Athletics, previously published by A. S. Barnes. This amounted to well over 100,000 guides a year. The first book ever published by the Association was *Research Methods Applied to Health, Physical Education, and Recreation* in 1949 (second revised edition, 1959). This was sponsored by the Research Section and the Research Council under the chairmanship of M. Gladys Scott of the University of Iowa. The Research Council of the Research Section also sponsored the second book, *Measurement and Evaluation Materials in Health, Physical Education, and Recreation*, which came out in 1950 under the chairmanship of Leonard A. Larson, then of New York University.

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The first of three yearbooks appeared in 1951. It was *Developing Democratic Human Relations Through Health Education, Physical Education, and Recreation,* under the general editorship of Hilda Clute Kozman of the Oakland, California, school system. Delia Hussey of the Detroit public schools was general editor of the second yearbook, *Children in Focus,* in 1954. The third was *Fit to Teach,* appearing in 1957, edited by Fred V. Hein of the American Medical Association.

A new venture was the publication of *Physical Education for High School Students* in 1955. This illustrated book of games, sports, and dance especially for high school students was edited by Dorothy Mohr of the University of Maryland and Elmon L. Vernier of the Baltimore public schools. The textbook met an enthusiastic reception and is now being reissued in a 1960 edition.

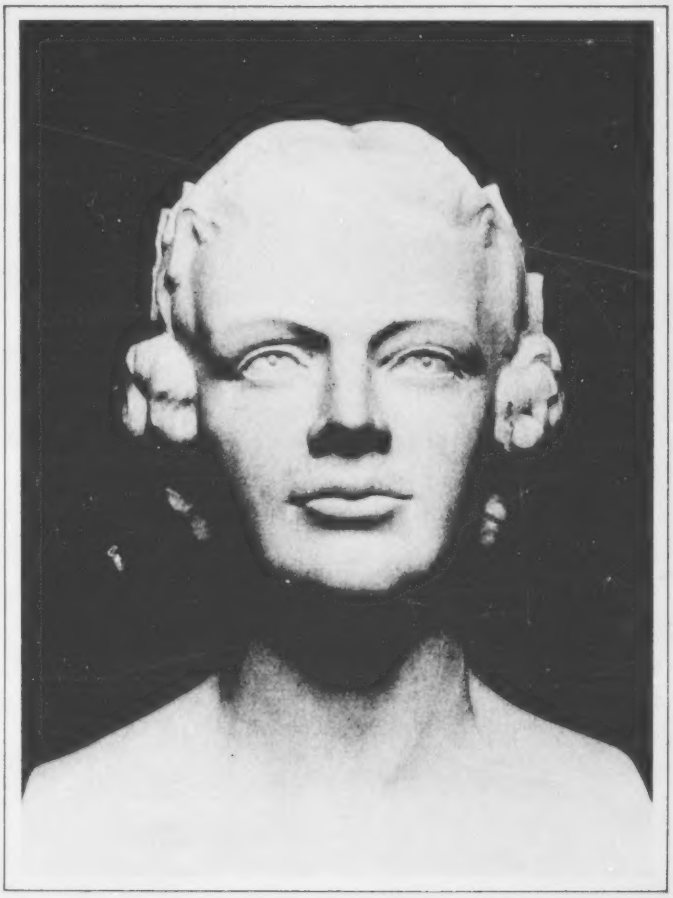
Mention should also be made of the many publications of the Joint Committee of the American Medical Association and the National Education Association in the area of health. *Health Education, School Health Services,* and *Healthful School Living* were definitive works in their areas. The NEA members of the Joint Committee are recommended by the AAHPER and the AAHPER health education consultant serves as NEA staff liaison to assist in the work of the Committee.

The Association in this period did not confine itself to written sources but began to produce other visual aids. It helped to prepare a loopfilm on the approved Red Cross method of artificial respiration in 1953. Plans for the first movie got under way in 1954 when the state, district, and national associations appropriated $10,000 for a film to interpret physical education to the public. The Athletic Institute matched the amount to help in the cost of this film. With the cooperation of three other groups, the excellent sound color picture, "They Grow Up So Fast," made its debut in 1955. In 1958 the AAHPER, with Wayne State University in Detroit, sponsored the film, "A Design for Physical Education in the Elementary School." Other Association visual aids include the filmstrip on softball rules for girls and loopfilms on diving skills and synchronized swimming. In 1959, in cooperation with the American Bakers Institute, AAHPER prepared a film entitled "The Color of Health."

Changes in the Association

The foregoing description of expanded activities should be obvious proof that the Association itself had taken great strides forward. It is time to detail some of these changes.

Members of the AAHPER who lived through this 15-year period have been aware of the increase in the cost of living. The cost of membership in the Association also went up substantially. In 1947 professional membership dues went from $5 to $10, and regular memberships from $2.50 to $3.50, the first increase in six years. The latter were raised again in 1951 to $5 because of increased printing costs. Another jump occurred in 1958 when professional memberships became $15 and regular memberships $10.



In 1959 a change in membership nomenclature was approved by the Representative Assembly. Professional members could pay $10 dues and receive the *Journal,* or they could pay $15 dues and receive both the *Journal* and *Research Quarterly,* together with the *NEA Research Bulletin.* Those qualified by five consecutive years of membership and endorsement of professional standing could become Fellows of the Association.

The number of members reached 15,000 in 1947 and 20,000 in 1956. A total of 22,256 was achieved in 1958 but dropped to 20,771 in 1959—doubtless reflecting the last increase in dues. As of March 15, 1960, membership had increased to 23,751—the highest total ever reached in Association history.

Two newcomers joined the ranks of the 48 state associations. The Puerto Rico Association affiliated in 1956 and was assigned to the Eastern District. The Hawaiian Association came in two years later and thus barely preceded Hawaii's acceptance as the fiftieth state of the Union.

Thanks to the increases in dues and members as well as the development of publication and advertising revenue, the total income of the Association in-

creased every year without exception from $126,370 in 1950 to $475,114.90 in 1959.

The *Journal of Health and Physical Education* acquired a new name in 1949, the first change since 1930. It became the *Journal of the AAHPER* in order to adequately recognize recreation and to show that it was the official publication of the Association. In September 1954, the cover title became *Journal of Health-Physical Education-Recreation.* Another change came in 1955 when the May and June issues were combined and nine numbers published annually instead of ten. There was no decrease in total number of pages for each annual volume, however. A further innovation began in 1956 when a special supplement to the October issue contained a summary of the national convention proceedings and Association affairs. This supplement replaced the separate volume of convention proceedings published since 1940.

The *Research Quarterly* continued to suffer from a shortage of suitable articles for several years after the war, but from 1950 on research in health, physical education, and recreation has steadily increased, in volume and depth. The *Quarterly* has become an indispensable resource for research studies in the field.

No national convention was held in 1945 because of government restriction, but the next year conventions were resumed on an annual basis. In 1950 the Representative Assembly approved holding conventions biennially beginning in 1952. It was hoped that more emphasis would be placed on state and district association meetings and that district meetings would be held those years when the national conventions were not held. Accordingly, no national meetings were held in 1953, 1955, and 1957, but the districts voted to continue on an annual basis. The biennial plan meant that officers of the Association served for six years (two years as "elect," two in office, and two as "past"), and in 1958 the Representative Assembly voted to return to the plan of annual conventions "in view of its favorable effect on service to the profession." Only three presidents served two-year terms—Clifford L. Brownell of Columbia, Ruth Abernathy of the University of California at Los Angeles, and Ray O. Duncan of West Virginia University. Bernice Moss, University of Utah, who would have been the first president in office under the biennial plan, elected to serve for only one year when, as president-elect, she assumed the presidency upon the death of Frank S. Stafford in 1951.

At the 1946 and 1947 conventions the division meetings were conducted as workshops. For the 1947 convention at Seattle, President Helen Manley, of the University City, Missouri, public schools, requested various people to submit problems to be discussed at the meetings in accordance with the convention theme, "Problems and Plans." The 1952 convention at Los Angeles under President Bernice Moss of the University of Utah was jointly held with the California Association of Secondary School Administrators. It was notable that members of the Association, for the first time, jointly planned convention meetings with school administrators.

The constitution and bylaws of the Association underwent a number of changes but most of them were relatively minor. The basic structure established between 1937 and 1941 proved to be adequate for this period. In 1949 a reorganization plan was adopted which reduced the number of sections from 29 to 24 and combined some of them into a fourth division, the General Division. The Men's Athletic Division was created in 1954, the Division of Girls and Women's Sports in 1956; both were made permanent in 1958. The Division of Safety and Driver Education was accepted in 1959. The Research Council became a section of its own under the General Division and was removed from the Research Section.

This account of changes in the Association should not overlook the constant efforts to strengthen and encourage the district and state associations. The national Association, in accordance with its constitution and bylaws, shared income from national conventions with the six districts, and money was made available for promotion of state and national memberships. Another development to strengthen the financial structure of state and district associations was initiated by President Ruth Abernathy in 1956. The Board of Directors approved a policy that in times of acute temporary financial emergency district and state associations might borrow money at no interest from the national Association. In June 1955 the presidents-elect of state associations were invited to a workshop at the national headquarters, and in 1957 a conference for district presidents was held. These both proved most helpful to the associations and have become annual events. Among the purposes of these "orientation" meetings are to help state and district officers meet other officers and find out what goes on all over the country, to learn about specific techniques for the efficient and effective operation of their associations, and to become acquainted with the people in other NEA departments and divisions and become more familiar with the NEA building and what it stands for.

Grateful acknowledgment should be made at this point for the splendid cooperation and support accorded to the AAHPER by the National Education Association and its staff. The fine quality of this relationship has been expressed in many ways and on many occasions. AAHPER has been a department of the NEA since 1937, during the terms of service of two NEA executive secretaries, Willard E. Givens and William G. Carr. Their guidance and support have been instrumental in the growth of AAHPER's influence and prestige.

Two AAHPER presidents died during their terms of office in this period. Frank S. Stafford, a specialist

The first conference of state association presidents-elect was held in the NEA building in June 1955.

in the U. S. Office of Education, was the tragic victim of an auto accident only two days after assuming the presidency at the 1951 Detroit convention. Pattric Ruth O'Keefe, of the Kansas City, Missouri, public schools, died after a short illness only two weeks before the Portland convention in 1959. These are the only two presidents in the entire history of the Association to die during their term of office. Dr. O'Keefe added much to the stability and effectiveness of the AAHPER through her plan of action for the national, district, and state associations. Entitled "Our Challenge in the Space Age," her 12-point program set the emphases for Association activity in 1958–59.

During the 15 years covered in this period a half dozen projects or areas have received considerable emphasis and attention. These will be discussed briefly; many other projects will have to be omitted for lack of space.

The Challenge of Promoting Fitness

The subject of fitness unquestionably received the most popular attention. The AAHPER and the Educational Policies Commission produced a joint report, *Health and Physical Fitness for All American Children and Youth,* that came out just at the end of World War II but received little notice. Interest in fitness lagged for several years and even the Korean episode did not stimulate much concern. However, the topic of fitness was dramatized by the publication of the results of the Kraus-Weber tests on groups of European and American children. The first published report by Hans Kraus and Ruth Hirschland was in the December 1953 issue of the *Journal* under the title "Muscular Fitness and Health." This article was the source for national newspaper and magazine publicity. John B. Kelly, Sr., director of the Division of Physical Fitness during World War II, and a friend of Dr. Kraus, brought the study to the attention of President Dwight D. Eisenhower, who called the first President's Conference on Fitness of American Youth in June 1956 at Annapolis. The President's Council on Youth Fitness was created by executive order in 1956, and Shane McCarthy was appointed its executive director.

With this impetus, the Association provided significant support and service to the cause of fitness. Officers and leaders represented the AAHPER on the President's Citizens Advisory Committee and attended the various President's Conferences. President Ruth Abernathy recommended calling the AAHPER Fitness Conference in September 1956; the entire issues of the September *Journals* for 1956, 1957, and 1958 were given over to fitness. The Association collaborated with the American Association of School Administrators to publish the book, *Fitness for Secondary School Youth,* edited by Karl and Carolyn Bookwalter of Indiana University. Each year the Association has added to its publications promoting fitness, including such titles as *Exercise and Fitness* (with

the cooperation of the AMA) and *Fit for College* (with the aid of the CPEA).

President Ray O. Duncan with Marjorie Phillips, chairman of the Research Council, developed details for a youth fitness project to be supervised by a Physical Fitness Research Committee headed by Paul Hunsicker of the University of Michigan. A battery of seven tests was established and then administered to a selected sample of 8500 school children in 28 states. The outbreak of Asiatic flu in the fall of 1957 hindered but did not stop the project! In 1958 the Association developed plans for an ambitious program to promote fitness through the use of the AAHPER Youth Fitness Test. A nationwide program of testing has been stimulated by the Association, through the use of national norms, recording forms, certificates and awards, emblems, and other motivational materials.

In January 1959 the AAHPER announced its action program, OPERATION FITNESS—U.S.A., which was labeled by *Sports Illustrated* as "a truly ambitious national program which may yet put the fitness show on the road." The projects involved center about various aspects of total fitness and include such diverse activities as a movie on nutrition; promotion of participation in archery, track and field, and golf; scholarships; workshops and pilot programs in family camping; sports clinics; fitness conferences, state and regional meetings; and publications.

International Relations Grow in Importance

Association activities in the area of international relations which began rather timidly in the 1930's reflected in postwar years a heightened awareness of the need for better understanding between nations. Evidence showing the development of a growing community of professional interest with people in other countries became more apparent. The number of members from foreign countries excluding Canada was nearly 400 in 1948 as compared with 267 in 1939. In 1958, 60 countries were represented by 566 memberships and subscriptions. In 1960 foreign memberships and subscriptions totaled 789.

The Pan-American Institute was formed at the meeting of the Second Pan-American Congress of Physical Education in Mexico City in 1946. Charles H. McCloy of the University of Iowa was elected first president of the Institute whose function was to promote research within and between the Pan-American nations and to carry out recommendations of the Congress. In 1950 a conference on international relations in health, physical education, and recreation was held in Washington with 11 organizations represented. From this meeting there developed three years later a Joint Council on International Affairs in Health, Physical Education, and Recreation, consisting of some 20 organizations including the AAHPER. A particularly happy and profitable occasion was the International Congress on the Essentials of Physical Education for Youth sponsored by the AAHPER and held at the Connecticut Valley colleges in 1954, prior to the New York convention. Over 100 representatives from 41 countries outside the United States were present.

There were other encouraging indications of international interest. A drive was held in 1948 to collect sports equipment to send to war-devastated institutions, and nearly 1000 pounds were received. A second drive netted over a ton of equipment and $232 in cash. A series of articles on sports and physical education in other countries started in the April 1948 *Journal*, written by people from these countries. At the 1949 Boston convention an International Relations Day was held, and two years later in Detroit the speaker at the international relations luncheon was a member of the Canadian Cabinet, Honorable Paul Martin. In recent years exchange fellowships and people-to-people projects have fostered international friendships on a personal basis. A list in the November 1958 *Journal* contained the names of 86 people who had taught abroad. Another project has been the collection of books for foreign libraries. In 1956 the Committee on International Relations became a section of the General Division.

A most significant development and one in which the AAHPER had a prominent part was the formation of the International Council on Health, Physical Education, and Recreation in Washington in August 1959. This group is an integral part of the structure of the World Confederation of Organizations of the Teaching Profession. The first president of the Council is, appropriately enough, Dorothy S. Ainsworth, a long-time ambassador of personal and professional good will throughout the world. The secretary-general is Carl A. Troester, Jr., executive secretary of the AAHPER, with headquarters at the AAHPER office.

Another major step was a definite effort to enlist the interest and support of coaches and athletic personnel. Various committees from time to time studied problems in athletics and published standards and resolutions. Perhaps the most publicized work was the 1953 report of the Joint Committee on Athletic Competition for Children of Elementary and Junior High School Age, *Desirable Athletic Competition for Children*. However, in general the Association did not attract the rank and file of the nation's coaches. A definite change came about in 1954 when the Men's Athletic Division was created as a tentative structure. The September 1955 *Journal* began a new feature, "Coaches Column," edited by Paul Governali, San Diego State College, a former star football player for Columbia, and the *Journal* has continued to carry articles specifically designed to help coaches.

A consultant in men's athletics was added to the AAHPER headquarters staff and the Association has continued to increase its services to those actively engaged in coaching. In 1959 the Joint Committee

on Physical Education and Athletics of the AAHPER, the NCAA, and the CPEA sponsored a working conference of college and university athletic directors at Louisville, Kentucky. Other conferences have been held to determine the proper role of athletics.

Meanwhile, the National Section on Women's Athletics continued its very broad and very active program. In 1958 it attained divisional status; it is now called the Division for Girls and Women's Sports. The division carries on a varied and worthwhile program of activities. One of its most important contributions is the preparation of handbooks and guides for various sports, outlining rules for girls, teaching techniques, and program plans. The division has also sponsored several very fine leadership conferences, in addition to its full program of professional meetings at the annual AAHPER convention.

Professional Activities Expand

The abortive efforts for some type of accreditation of teacher education programs in the 1920's finally came to fruition in the 1950's, due in large part to the perseverance of Carl L. Nordly, then at the University of Minnesota, who was president of the AAHPER in 1949–50. The 14 organizations that sponsored the Jackson's Mill (undergraduate) and Pere Marquette (graduate) conferences in 1948 and 1950 formed the National Committee for the Improvement of Professional Preparation in Health Education, Physical Education, and Recreation in 1952. This committee worked with the American Association of Colleges for Teacher Education which later relinquished its accreditation function to the National Council for Accreditation of Teacher Education on July 1, 1954. Through the cooperation of numerous professional persons, evaluation schedules for the three areas of health, physical education, and recreation were prepared to supplement the more general standards and guide of the NCATE for accreditation purposes. The latest development is the publication in 1959 of *Evaluation Standards and Guide* to be used for self-evaluation by colleges and universities and in preparation for accreditation of their professional programs by visiting teams.

Another new and interesting development in 1954 was the formation of a Council on Equipment and Supplies to enable manufacturers, distributors, dealers, and consumers to work more closely together. The Association began a program of financial cooperation with national trade associations and manufacturers groups at this same time. For example, grants from the Sporting Arms and Ammunition Manufacturers' Institute, the National Rifle Association, and the Associated Fishing Tackle Manufacturers made possible the inauguration of the AAHPER Outdoor Education Project in 1955, with Julian W. Smith, Michigan State University, as director. In recent years the Daisy Junior Safety Institute, Outboard Boating Club of America, and Shakespeare Company have become supporters of the project. In 1956 the Association joined with the National Bowling Council in a five-year project to promote bowling through clinics and instructional materials for teachers. Steps to encourage an Association scholarship program were taken by President Ray O. Duncan, and in 1959 the AAHPER began to help sponsor college scholarships in physical education financed by national organizations and business concerns.

All through the years the Association has provided various services for members—though often limited by lack of funds and other factors. A totally new and most welcome development was announced by the executive secretary as the new year of 1960 began. This was an Association-sponsored insurance program to provide liability and income-protection insurance for members at special low group rates.

The last president in this 75-year span of Association history is Arthur A. Esslinger of the University of Oregon. He is the first president from the West Coast to serve a full term in office. The Association which he has headed during its seventy-fifth year is a vast and complex professional organization whose prestige and influence in the related areas of health education, physical education, athletics, recreation, and safety education are recognized nationally and internationally.

AAHPER Looks Forward with Confidence

Thus, the task of the historian is finished, and this chronicle of the 75-year life of the American Association for Health, Physical Education, and Recreation draws to a close. A statement attributed to Winston Churchill comes to mind: "The farther backward you can look, the farther forward you are likely to see."

Our Association has had a full and honorable past; it looks forward to a vigorous and significant future. It stands ready in 1960 to become the "powerful and indispensable educative force in a nation dedicated to world peace" as envisioned by President Hughes.

In a *Journal* editorial, President Carl Nordly in 1949 made this penetrating statement about the Association which seems distinctively appropriate to repeat on the occasion of this Diamond Jubilee in 1960:

> The AAHPER has attained a status of influence, prestige, and power without arrogance; it is not independent in its efforts but ever seeking cooperative relationships with other groups interested in, and with resources for, expansion of health, physical education, and recreation programs; it is world-minded rather than provincial; it is practical rather than visionary; its strength is in the individual professional contributions of its members; its strength will increase as we, as individual members, lose ourselves in professional service in the attainment of the Association's objectives.

1960-1975
A Time of Turmoil and Alliance

Bruce Bennett

The relative calm and conformity of the 1950s was followed by the turmoil of the 1960s. Racial strife erupted in several cities in 1964 and continued into the early 1970s. Our growing involvement in Vietnam literally tore the nation apart. Violent and nonviolent protests by college students centered on the Vietnam War, dormitory rules, civil rights, student participation in college governance, women's liberation, minority student recognition, and other issues. The turmoil of the times was expressed by AAHPER President Mabel Locke in 1969:

> In all my years of teaching I have never been so suddenly plunged into the middle of a raging torrent and so convinced of the urgency for *action* by all educators on the issues . . . . It seems to me there is more wrath and anger directed toward education than to any other segment of our society, yet education is in the front line of the struggle.

AAHPER President Laura Mae Brown invited the directors of physical education for the thirty largest cities to a conference in Cleveland in December 1970. Many articles in the *JOURNAL* discussed the contemporary problems and described programs and techniques for teaching children in the inner-city.

Within the Association itself there was turmoil as the staff and members grappled with the problem of creating a new structure. The various divisions were increasingly unhappy with their role and place in the Association. They complained about the services that they were or were not receiving and did not like people in other areas making decisions affecting their division, especially on budgetary matters. Catch words in this unrest were self-determination, visibility, and autonomy.

The possibility of becoming a federation was first discussed by a committee that met in 1967. A second committee developed thirty-eight suggested titles but strangely enough none used the word "alliance." How would you like to belong to the Federation of Health, Kinesiological and Recreational Arts and Sciences Associations (FHKRSA), one suggested title?

Finally three models for the structure were presented in the March 1973 issue of *Update* and the AAHPER membership was invited to react to them. Model I was the current structure of the Association; models II and III were variations using the alliance concept. At the 1973 Minneapolis convention model II was accepted, and in 1974 the American Association for Health, Physical Education, and Recreation officially became the American Alliance for Health, Physical Education, and Recreation. The new Alliance embraced the following seven associations: (1) American Association for Leisure and Recreation (AALR), formerly the Recreation Division; (2) American School and Community Safety Association (ASCSA), formerly the Safety Division; (3) Association for the Advancement of Health Education (AAHE), formerly the School Health Division; (4) Association for Research, Administration, and Professional Councils, formerly the General Division—a year later this was changed to the Association for Research, Administration, Professional Councils, and Societies (ARAPCS); (5) National Association for Girls and Women in Sports (NAGWS), formerly the Division of Girls and Women's Sports; (6) National Association for Sport and Physical Education (NASPE), formerly the Divisions of Physical Education and Men's Athletics; (7) National Dance Association (NDA), formerly the Dance Division.

AAHPER's status as a department of the National Education Association (NEA) was changed in 1969 to "AAHPER: a National Affiliate of the NEA" because a new NEA regulation required all department members to take out membership in the NEA. As an affiliate, the AAHPER could stay in the NEA without all its members having to belong to the NEA; however, the AAHPER now would have to pay for services rendered, including rent for three floors in the NEA building in Washington, D.C. This factor lead to the AAHPER's decision a year later to purchase land in Reston, Virginia for a possible building site. The Representative Assembly two years later voted against leaving Washington because of the large initial expense, isolation from other professional groups, and the greater distance from Capitol Hill for legislative matters. Nevertheless, at the 1974 annual convention the Board of Governors authorized hiring an architect to draw plans for a building in Reston.

Association Matters

Publication sales became big business between 1961 and 1975. Sales accounted for 41 percent of total income in 1961 ($281,260). In 1974-75 publication sales dropped slightly to 39 percent of income, but total sales were $1,373,655. In 1971, the AAHPER began selling its own publications previously sold by the NEA which charged 35 percent of total receipts.

Of hundreds of publications, a few deserve specific mention. In 1961 the Fourth Yearbook, *Leisure and Schools*, was produced. *Knowledge and Understanding*

Head over head in physical education, workshop participants crowd the hallways to catch a glimpse of the 1966 Chicago convention.

in Physical Education was recognized as one of the twenty outstanding books in 1969-70 by a Pi Lambda Theta panel. *Nutrition for Athletes,* which appeared in 1971, was a best seller. Another very popular book was the second edition of *Physical Education for High School Students.* Considerable income continued to come from the sale of the twelve *NAGWS Official Sport Guides.* The AAHPER and the NCAA, in a rare example of cooperation, joined hands in 1974 to produce a new series of filmloops on sports and fitness activities.

A significant new publication, the newspaper *Update,* was published nine times a year and sent to all members of the AAHPER. Marjorie Blaufarb became its first editor in 1970. *Update* informed members about services, business and financial affairs, and various projects and events of the Association. It ran special features on professional issues, people in the profession, outstanding or unique programs, and regular columns such as Names in the News, Necrology, Books from AAHPER, Professional Opportunities, and Update on Legislation—Washington Report.

Nancy Rosenberg became editor of the *Journal of Health, Physical Education, Recreation* in 1961. For ten years she had the impossible task of meeting the needs of all the diverse interests of the membership, but the appearance of *Update* and the *School Health Review* made her job a little easier. Many special sections were featured in various issues of the *Journal* to provide more in-depth material for the various interest areas of the AAHPER. Cover pictures occasionally featured nationally known people such as President Kennedy, Joe Garagiola from the "Today Show" with President Laura Mae Brown, the smiling face of Bill Cosby, and Vice President Gerald Ford on skis.

The National Foundation for Health, Physical Education, and Recreation was an ambitious scheme launched with considerable fanfare in 1966. Leona Holbrook was its first chairman. The private, nonprofit corporation

sponsored by the AAHPER received contributions to carry out programs beyond the resources of the Association. During this period the Foundation helped establish and preserve the archives, obtain financial assistance for the PEPI Project, and give some student scholarship awards.

Stimulated by the excitement of the 75th Anniversary Celebration in 1960, the Association appointed its first archivist, Mabel Lee, and its first historian, Bruce L. Bennett. The first repository was at Ohio State University, but in 1968 the National Foundation paid for space in the NEA building and the archives were placed under the capable direction of Rebecca Weinstein. An Archives and History column made its debut in the *Journal* in February 1968. Elwood C. Davis succeeded Lee as archivist in 1970, and he was followed by Ruth Schellberg who has continued to the present. Bennett's successor was Betty Spears in 1973 and three years later the current historian Harold L. Ray, took over.

Several new procedures were adopted to facilitate Association business. In 1960 the Board of Directors scheduled a second meeting in the fall, in addition to the usual meeting at the spring convention, to handle the increasingly heavy load of business matters. This has been very worthwhile. Mabel Locke in 1968 established a President's Executive Committee composed of the past president, current president, and president elect to provide improved continuity and orientation. In response to a need for better services around the country the Association opened an office in Salt Lake City and appointed Luther G. Schwich in 1966 as a Western States consultant on a three-year basis. The arrangement was not renewed because the cost could not be justified.

Several new councils were approved by the AAHPER. The National Intramural Sports Council (1968), the National Council on Secondary School Athletic Directors (1969), and the National Council for School Nurses represented significant areas of professional endeavor. However the AAHPER's efforts to represent school nurses, in the long run, could not compete with the NEA's Department for School Nurses.

A special event took place in Association life when Anita Aldrich, Ben Miller, Catherine Allen, and Carl Troester went to the White House on 9 October 1963 to award President John F. Kennedy a bronze sculpture of a discus thrower created by Joseph Brown. It was hoped that the President would be able to speak at the 1964 convention in Washington but this was prevented by his untimely death.

In 1968, the R. Tait McKenzie Award was established for distinguished service to human welfare through health, physical education, and recreation. The first award went to Mabel Lee.

The AAHPER Scholarship Award program, begun in 1959, continued throughout these fifteen years and nearly 100 high school seniors were the beneficiaries. The E. R. Moore Company and the Brunswick Foundation, Inc., contributed generously to the success of this excellent program.

During the racial turmoil of the 1960s it was inevitable that the issue of black and minority representation in the Association would be raised. In 1961 a Committee to Extend Professional Services to Ethnic Minority Groups was appointed; its recommendations were accepted by the Board, but action was slow. In 1965 the Association unanimously adopted a resolution "urging" all state associations to accept members regardless of race after 1 July 1966. The NEA had passed a similar resolution a year earlier. Some of the AAHPER's black members wondered why "urge" was used rather than a stronger verb such as "direct." The first and only black to serve as a consultant on the headquarters staff (and only on a half-time basis) was John C. Mitchem, editor of the *Research Quarterly* from 1969 to 1974. Mercedes Fernandez, a Cuban, was a consultant for girls and women's sports for several years in the early 1960s. Norman C. Johnson was elected vice-president of the Safety Education Division in 1969 and thus became the first black to serve on the Board of Directors. President John M. Cooper (1969-70) made an effort to place a black on all key committees. Toward the end of this period a strong two-year effort was made to obtain the Gulick Award for Edwin B. Henderson, the black pioneer physical eductor and historian, but to no avail even though nobody received that award for one of the two years.

From 1960 to 1975 the Association managed its financial affairs remarkably well and never had a deficit. Annual income for the fiscal year 1962-63 exceeded one million dollars for the first time. Four years later it was well over two million dollars and in 1975, it exceeded $3,500,000 with a surplus of $279,620. Major factors in this increase were income from publications and, especially in the 1960s, income from grants for special projects. Membership dues and subscriptions rose steadily and by the 1970s, accounted for about one-third of the total income. Membership climbed through the early 1960s to a total of about 50,000 in 1966. It declined somewhat following each increase in dues so that the total in 1974 was 37,148. The membership was served by a headquarters staff of about seventy-seven.

The national convention continued to be a central feature of the Association's total program. Attendance at the Washington, DC convention in 1964 exceeded 5,000 for the first time, and sunny California lured over 7,500 delegates to the 1974 convention in Anaheim.

Thus ends the story for the years of turmoil and alliance from 1960 to 1975. In 1974, after eighty-nine years as an "Association," the American Association for Health, Physical Education, and Recreation became the American Alliance for Health, Physical Education, and Recreation. The Alliance gave birth to septuplets, seven national associations. The birth process and the first ten years of growing up and maturing were fraught with problems and the move from the old home was another difficult experience—both stories are told in "A Time of Travail and Travel."

George Anderson, Margaret Coffey, Glenn Smith, Irma Caton and LeRoy Walker break the ground for the new building in Reston.

1975-1985
A Time of Travail and Travel

Bruce Bennett

The years from 1975 to 1985 were marked by travail in several areas of Alliance activities. One of these was the transition from the divisions of the old Association to the associations of the new Alliance. A second was the transition of the AAHPER national office from the NEA building at 1201 Sixteenth Street, N.W. in Washington, DC to the new Alliance center at 1900 Association Drive in Reston, Va. A third instance of travail was the severe financial crisis faced by the Alliance in the early 1980s; this was even worse than that which happened during the Great Depression in the 1930s.

While the change from an association to an alliance solved some problems, it created new ones. The Alliance did provide visibility, self-determination, and autonomy for each of the seven associations. But as time passed, the associations sometimes pursued their autonomy and self-determination to the detriment of the welfare of the Alliance as a whole. They also resisted any changes that might diminish their power and control. Attempts to merge the NAGWS and the NASPE and combine their common interests in sports, for example, have proved fruitless. The two associations did join, however, in setting up a National Council of Athletic Training in 1984. Efforts to simplify the mixed bag of interests lumped together under the Association for Research, Administration, Professional Councils, and Societies have been stubbornly resisted. The American School and Community Safety Association failed to meet requirements necessary to be an association and the Board of Governors voted in 1983 to dissolve it; the association has strongly resisted this action and a final vote will come before the Representative Assembly at the 1985 national conven-

tion. The concept of an *alliance* of associations working together for the common good has not been readily accepted.

The proposal to move the national headquarters to Reston continued to be debated. President Celeste Ulrich, as late as the spring of 1977, stated that consideration was still being given to purchasing property in Washington. Six months later the Board of Governors approved building in Reston and the Representative Assembly concurred in the spring of 1978. The fact was that the Alliance had to move because the NEA needed the space that AAHPER occupied. Opposition to the move to Reston centered on several reasons: (1) Reston is 18 miles or a minimum of 45 minutes travel time from Washington, DC. The distance was thought to be a hindrance to maintaining contacts on Capitol Hill and with government and educational agencies; (2) Members of the headquarters staff would not want to work in Reston because of the greater time and the extra expense involved in commuting; (3) The high cost of living in Reston would be prohibitive for many staff members; (4) Visitors and others coming to Reston for professional and business purposes would find Reston inconvenient and expensive to reach. Although only five miles from Dulles airport, there was no limousine service to Reston. By 1984 only six or seven people remained on the Alliance staff out of the seventy-five who were employed in Washington five years earlier. The huge turnover was a serious impediment to the efficient functioning of Alliance business.

Ground-breaking ceremonies for the new building took place in June 1978. Just two years later the Alliance occupied its new home, having survived the trauma of moving all of its records, furniture, equipment, publications, archives, and other items. On 2 October 1981 the headquarters center was officially dedicated; 200 members and guests were present. The Alliance now has 30,000 square feet of space, administrative area for the seven associations, audiovisual and conference workshop facilities, a data processing center, a bookstore, and archives. All AAHPERD members have a standing invitation to visit and tour the facilities.

The financial situation of the Alliance began to darken in 1980. There were the construction costs of the new building, the moving costs from Washington to Reston, and the general inflation of the national economy. Income was reduced by almost 25 percent when three nationally funded projects were terminated and when the Association for Intercollegiate Athletics for Women separated from the Alliance. President Glenn Smith instituted such economy measures as a freeze on vacant staff positions, limits on committee and staff travel (using conference telephone calls and mailings instead), and obtaining revolving loans from banks. The Alliance office was closed on Mondays for three months to reduce expenses. During 1981 President Fay Biles reported the loss of eleven staff positions and a 70 percent turnover in support staff, including a complete change of workers in the Publications Unit.

President Mary K. Beyrer came into office in 1982 faced with a possible staggering deficit of half a million dollars which required another series of stringent economy actions beginning with a one-third reduction in headquarters staff. Publications were greatly restricted, and only books showing promise of producing a profit were printed. It was determined that future conferences must be financially self-sustaining. All association budgets were reduced, and state association and most district association allocations were eliminated. All Alliance and many association committee meetings were cancelled and board meetings were run with minimal funds. Only by drastic action was it possible to keep the deficit in 1982 down to $96,000 and in 1983 to $42,000. The chance of having no deficit for 1984 looks promising.

In June 1980 a new executive vice-president was engaged. George Anderson, after twenty-eight years of distinguished service, announced his wish to retire in October 1979, but continued one additional year until a successor could be found. For the first time the Alliance went outside the profession and selected a businessman with experience in corporate and association management, Robert K. Windsor. Unfortunately, Windsor found it difficult to understand or to work within the structure of an educational organization; he submitted his resignation in the spring of 1981 with the statement: "This action seemed to be the best solution for what was quickly becoming an intractable problem, and was done in the best interest of the Alliance." Ray Ciszek generously took on the added responsibility of acting executive vice-president for a year and held the Alliance together at a crucial time. The new executive vice-president, Jack E. Razor, took office in the summer of 1982. Formerly a professional physical educator from Illinois State University at Normal, Razor became the seventh person to head the organization since the first 1938 appointment, Neils P. Neilson.

Alliance Matters

Publication sales continued to be a major source of income during this decade although in the 1980s there was some reduction in the number of publications. Income from sales reached a peak of over $1,835,000 in 1980-81, but two years later it had declined to $1,540,000. A revised edition in 1983 of the popular *Physical Education and Sport for the Secondary School Student* continued to find a strong market. Another edition of *Nutrition for Athletes* appeared in 1984.

At the beginning of 1975 the title *Journal of Health, Physical Education, and Recreation* had been changed to the *Journal of Physical Education and Recreation* because *Health Education* was covering the area of health so well. In 1979 Dance was added to the title. The objectives of the *Journal* as stated in an article in the April 1979 *Update* were "to provide a well-balanced array of articles that would serve the basic needs of public school teachers, who form the bulk of our profes-

sional membership; touch on the specific interests of the many disciplines; and give a sound picture of the total profession for our large student membership." A survey of the 45,000 Alliance members in 1980 revealed that 35 percent worked in elementary schools, 30 percent in secondary schools, 4 percent in junior colleges, and 31 percent in colleges and universities.

Black discontent with the Association continued. An AAHPER Conference on Equal Opportunity and Human Rights was carried out in 1976. President Glenn M. Smith met with fifteen black leaders at their request in 1979. They sought the restoration of the Ethnic Minorities Services Committee, which had been combined with the Task Force on Equal Opportunity and Human Rights; the reborn committee put on a program at the 1980 convention. The group also sought more black representation in the Alliance governing bodies and at the state and district levels. The NAGWS appointed an Ethnic Minority Committee in 1983. The following year the Alliance authorized the Charles D. Henry Award to honor Henry's memory; it is to be given annually to an AAHPERD member who has achieved distinguished service in working with ethnic minorities within the Alliance.

In 1976, the United States celebrated its bicentennial anniversary. The AAHPER convention that year was in Milwaukee. For this special convention the Alliance unveiled its own flag in a flag-raising ceremony. Many conventioneers enjoyed the historical exhibits and documents displayed at the Bicentennial Leisure Park. In this historic year the Association began publishing books of historical significance under the title of "The Leaders Speak" series. Books were written by Celeste Ulrich, Eleanor Metheny, Delbert Oberteuffer, Earle Zeigler, and Mabel Lee. Harvey Jessup contributed a book on Jay B. Nash, and the *HPER Omnibus* included sixteen Gulick Award winners.

Unexpected national publicity accrued to the Alliance in December 1980 when three hostages in Iran received one of the chest expanders sent by the AAHPERD. Ross Merrick of the Alliance staff began this effort in the spring but encountered much frustration and delay before a package was delivered. When a letter of thanks arrived from the hostages, the story was picked up by the major television networks and the newspapers.

The relationship between the NCAA and the Alliance has seldom been cordial and in 1975 the NCAA requested disaffiliation from the Alliance. No reason was given, but certainly the support which the Alliance gave to the AIAW and Title IX must have been a major factor. In 1976 the Alliance put on a Sanity in Sport Conference to discuss amateur sport with President-elect LeRoy Walker as moderator. All the pertinent Alliance Associations were there plus the AAU, the NAIA, and the USCSC. The NCAA and the USOC were noticeably absent.

The Alliance lost ten former presidents between 1975 and 1985. August H. Pritzlaff (1943-44) died in 1975; Dorothy S. Ainsworth (1950-51) physical education's "first lady of the world," died in 1976. Bernice R. Moss (1951-52) passed away in 1978; and Leona Holbrook (1966-67) died in 1980. Two past presidents died within

The Alliance building, 1900 Association Drive, Reston, VA.

a month of each other—Katherine L. Ley (1974-75) in December 1982 and Joy Kistler (1967-68) in a tragic accident in January 1983. Strong Hinman (1934-35), who died in 1983, had been president of the Association during its golden anniversary year. In June 1983 Elmer D. Mitchell passed away. Although Mitchell was never a president of the AAHPER, he unquestionably deserves recognition because of his incalculable contributions to the Association in several capacities as documented in "A Time of Teacher Training and Testing" and "A Time of Affiliation and Research" in this history.

Two conventions in Anaheim, California ten years apart provide a good opportunity for cost comparisons. In 1974 Association dues were $25, $15, and $10 for professional, graduate student, and undergraduate student memberships respectively. The comparable dues for 1984 were $42, $25, and $22. Convention registration fees in 1974 were $15 for members and $7 for students; ten years later they were $60, $45, and $25 for the three classifications. The 1974 hotel rates ranged from $14 to $22 for a single room while in 1984, the range was $30 to $70.

Nonprofessional services to members increased in several ways between 1975 and 1985. New options included a nonprofit travel agency for group tours, a dental insurance plan, vehicle leasing, and a preferred MasterCard. Earlier insurance programs that continued in force were for life insurance, personal liability, long-term disability and income protection, crisis hospitalization and convalescence, and accidental death and dismemberment. The offering of hotel discounts was dropped in 1976.

Previously reference was made to the great turnover of headquarters personnel. However, three individuals remained throughout the decade of travail and travel: Ross Merrick, consultant to NASPE, who came in 1958; Ray Ciszek, consultant to ARAPCS and international relations, who joined the AAHPER in 1962; and Margie R. Hanson, consultant in elementary education and dance, who began her work in 1965. AAHPERD members certainly appreciate their part in providing stability and continuity to Alliance affairs.

After the decision to construct a new building was made, the Alliance embarked on a number of schemes to raise money. It even came closer to having a garage sale when the 1977 convention featured an auction with such exotic items for sale as a Henry Aaron bat, two sets of wooden dumbbells, and two pounds of Minnesota wild rice. This project raised $5,500. Up to 1982 these contributions had been recorded: fourteen rooms in the new building were purchased at $10,000 each; 1,058 people became life members at $500 each; and twenty-five individuals gave $1,000 each. The major fund raiser was the Square Foot in Deed program, which planned to sell each of the 30,000 square feet in the building for $47. State and district quotas were established and an intensive campaign followed. The actual sale was only 6,000 square feet. Another effort was started for the centennial anniversary. Those who contribute one dollar for each year of Association life, or $100, can join the Century Club and help pay off the mortgage.

The financial status of the AAHPERD was excellent up through 1978-79. Revenues reached an all-time high of just over $4,600,000 and there was a surplus of $355,753. Then the hard times came with a vengeance. Income for 1979-80 dropped by $700,000, and the line in the budget for notes and loans payable went from zero to $1,455,512. In spite of three increases in dues, membership receipts declined by half a million dollars between 1978-79 and 1982-83 when it was $1,117,369. Publication sales held fairly steady at around $1,600,000. A determined effort was made to solicit more advertising for the Alliance publications. For 1981-82 advertising income was $272,925, the fourth largest source of income. In 1979 the nonsupervisory staff voted to join the Communications Workers of America (AFL-CIO), and two years later union employees received a 7½ percent wage increase and management was given a 7 percent cost-of-living raise. The Alliance suffered additional expenses in settling three law suits in 1981. It is obvious that it took an immense cooperative effort by the staff and all of the officers and committee members to enable the Alliance to survive in what this historian would judge to be the most critical period of the Alliance's first hundred years.

With a sharp drop in the number of conferences, the national conventions assumed greater importance as a place for the various professional groups to meet. Preconvention symposia and workshops threatened to take up as many days as the convention itself. One new convention attraction was the Sports Arts Fair, held in 1980, which consisted of photography and works of art by members.

The Alliance has customarily granted about sixteen awards, but at the 1984 convention the seven associations combined to present sixty-seven additional awards, including one to Bob Hope. For the 1985 convention the Alliance has authorized a special Centennial Award which will go to at least ten people and not more than twenty individuals. Recipients must have been members for ten or more years and have contributed significantly to the growth, progress, and enhancement of the Alliance.

Thus we come to the end of this brief history of AAHPERD's first 100 years. Actually it would require at least one large volume to relate the complete story. What would William G. Anderson say today if he could walk into the building at 1900 Association Drive in Reston? What questions would he ask Jack Razor and the busy staff? Can you imagine the reaction that Anderson and the little band of our pioneers would have if they come to Atlanta in April and take in the Centennial Convention proceedings with all of its ramifications?

As we begin the second hundred years of professional physical education, let us all keep alive their spirit, their optimism, their pride in their teaching, and their hopes for the future. This is *our* heritage!

Mabel Lee

The Alliance's First Lady

H. L. Ray
Ruth Schellberg

In a century of proud achievements, one pioneer woman emerged as the first lady of the profession. No Alliance member has done more to keep the commemorative spirit alive over the past 50 years. What organization can proudly claim that *one* person played a key role in celebrating its 50th, 75th and 100th birthdays? A member since 1914, Mabel Lee has been a star performer.

Her parents' families immigrated in pre-Revolutionary War days, moving from the East, to Kentucky and to the Midwest. Mabel Lee was born in Clearfield, Iowa, on 18 August 1886. Frail in her early years, she read voraciously and began to keep a detailed diary—a habit she has continued to this day. In 1893, the Lee family moved to Centerville, Iowa. As her health improved Mabel Lee became an active tomboy, playing alongside three robust sisters. Growing up in this typical Iowa town included studying at the local high school (1900-1904) where, as a sophomore, Mabel Lee got her father to install a hoop and introduced basketball. Thus, the first basketball game in Iowa was played on 2 May 1902 in Centerville. In Iowa, girls played the sport before the boys!

Life in Iowa, stronghold of Republicans, the home of Governor Drake (Drake University is named for him), exposed a young lady to personalities like touring Buffalo Bill Cody and the firebrand unionist John L. Lewis. Mabel Lee's turn-of-the-century years were followed by four at Coe College in Cedar Rapids. Profoundly influenced by the teaching of Wellesley graduate Charlotte Poyneer, Miss Lee decided on her life's work. After receiving a B.S. magna cum laude in 1908, Mabel Lee pursued her dream of excellence at the Boston Normal School of Gymnastics. From 1909-1910 she attended Wellesley College, earning a certificate of physical education from the School of Hygiene. In all, she completed six years of collegiate studies; thus fortified, in 1910, Miss Lee became director of physical education for women at Coe College.

While at Coe she devoted two summers to dance studies: 1914 at Chalif School, and 1917 at Vestoff-Serova School of Dance, both in New York City. The 1918-19 academic year brought a new challenge as Director of Physical Education for Women at the Oregon Agricultural College, Corvallis. As happened to many in WWI, she was disabled by an influenza epidemic for the 1919-20 school year, but snapped back to become the director of the women's program at Beloit College in Wisconsin. Mabel Lee spent the summer of 1922 instructing at the New York State Teachers College, Oneonta and after four years at Beloit, she was promoted to professor and director of physical education for women, at the University of Nebraska in Lincoln. She held this post with distinction and rare tenacity from 1924 until retiring emerita in 1952. Eight years at Coe, one at Corvallis, four at Beloit, and 28 at Lincoln comprised 41 full years in administration and teaching. In September 1952 she moved, with her mother, to 2248 Ryons St. in south Lincoln, where she still resides. Since her third and last sister Jean died in 1980, Mabel Lee remains the last of her immediate family.

The Lee imprint was evident at the helm of professional organizations. During her second year at Nebraska, Mabel Lee became president of the Middle West Association of Physical Education for College Women and served from 1925-27. In 1926, she helped found the Nebraska State Physical Education So-

ciety and in 1926-27, became president of the National Association of Physical Education for College Women (NAPECW). Acting president of the Middle West Society at the untimely death of the president, Miss Lee was at the helm from 1929-30. By accepting the vice-presidency of APEA in 1930, she became the first woman president of the organization in 1931 and served until April of 1932. Because of the necessary transition period she presided over conventions in both Detroit and Philadelphia.

In 1932, in addition to representing Mrs. Herbert Hoover at the Los Angeles Olympics, Miss Lee was elected into the American Academy of Physical Education. The following year she received the APEA's Honor Award. Upon the death of her friend and supporter R. Tait McKenzie, Mabel Lee served as acting president of the Academy in 1938-39. The latter year was highlighted further by teaching as a visiting professor at the University of Texas, Austin, and an honorary Doctor of Laws from Coe College, the second honorary degree awarded to a woman in physical education (Amy Homans was first). Honorary doctorates were later bestowed by Beloit College (Humanities) and George Williams College. From 1940-42, a singular first was achieved for women as Mabel Lee became the president of the American Academy of Physical Education.

Throughout World War II, Miss Lee served the country on a variety of national boards, councils, and committees for the Federal Security Agency, American Youth Hostels, and the U.S. Office of Education. While assisting from 1941-43 as director of physical fitness for the Seventh Army Service Command, Miss Lee coordinated regional programs and became an ardent bicyclist; she then became a member of the Chief of Staff's National Civilian Advisory Committee of the Women's Army Corps, a four-year experience with service under Generals Marshall, Eisenhower, and Bradley.

By 1944 Mabel Lee was listed in *Who's Who in America;* her first trips on an airplane were on General Marshall's personal army plane from Washington to Des Moines and Chicago in 1945. That same year she began a four-year tenure on the Board of the American Folk Arts Society. At age 61, in 1948 she received the prestigious Gulick Award from the AAHPER. In 1949 Miss Lee coauthored *Fundamentals of Body Mechanics and Conditioning* for W. B. Saunders, reflecting her life-long belief in maintaining health. Completing her long career at the University of Nebraska in 1952, as an emerita professor, Miss Lee served as a visiting professor that summer at Southern California.

A Fulbright consultancy to Baghdad in 1952-53 provided an exotic change from the tumultuous years in Lincoln. The remainder of the 1950s brought honorary memberships, another text, and the Hetherington Award of the Academy. Coauthoring the 75th anniversary issue of the *JOURNAL*, playing a central role in the Miami celebration of the Association's birthday, and being named first archivist of the Association, climaxed a busy 1960. As an archivist, Miss Lee served for 10 years, fighting for a sustained, efficient approach to the historical records of the Alliance.

During the 1960s she authored histories of the Middle West Society and the Central Association as well as a fifth edition of the Rice/Hutchinson/Lee classic. Honor awards from state associations in New Mexico and Nebraska bracketed the cherished first McKenzie Award granted by the AAHPER in 1968 at St. Louis. Again, in 1974, the Alliance recognized Mabel Lee with the Presidential Award as first woman president and first archivist. In 1975 the Mabel Lee Award was initiated by AAHPER and in 1976 the North American Society for Sport History (NASSH) added its Honor Award to the Lee tiara. On 22 May 1976 Miss Lee, at 89, was crowned May Queen of Coe College, returning to reign where she had graduated in 1908. The University of Nebraska dedicated Mabel Lee Hall, the only classroom building named for a woman, in 1977; two years later Lee was inducted into the Coe College Sports Hall of Fame. Two Russian delegates at the spring New Orleans Alliance convention sought Miss Lee because they wished to meet the "pioneer woman of the profession!" After breaking her hip (at age 92), Mabel Lee was able by June to address the Women's Athletic Association 75th Anniversary celebration at the University of Chicago. Within six months the strong constitution of a lifetime of activity allowed Miss Lee to be fully mobile without a cane.

Proponent of wholesome sports for American women, Mabel Lee held firmly to a philosophy of balanced programming and fitness for women. Miss Lee entered the national scene in the 1920s and became a legitimate and controversial super star on the profession's stage. Her fortes as speaker, organizational leader and author are clearly evident to any objective viewer. At age 98, she has lived through all six name changes in our professional Alliance; i.e. the first in November 1886 adding American and the last adding Dance in 1979. Miss Lee authored three books from 1937 to 1958. Three more were written *after* age 90 and she is at work on another. Mabel Lee wrote in *Memories Beyond Bloomers* (p. 437) "I keep up my home and enjoy living alone but among all ages old, young, middle-aged—a resident of the normal world. And life is exciting." She is indeed a worthy first lady of our profession.

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The Exuberant Nineties

Mabel Lee

Many people, taking themselves too seriously, cry out, "Do not look back on life. Look only forward." Nonsense! Looking back can be educational as well as entertaining depending upon the person's capacity to evaluate the events that make up life's patterns.

I often wonder about people of today who complain that life at this older stage is lonely. Although I recently had my ninety-eight birthday, it is not yet my own personal experience to find life uncomfortably lonely. I doubt if I will ever reach such a stage because I have been lucky to have had an interesting and happy childhood that makes for interesting memories.

Early in life at my mother's suggestion I developed the habit of looking back at the family endeavors and putting into writing my versions of them which she would send to her mother as her weekly letter. At that stage of my life I was a sickly child and spent much time indoors with my mother who was tied down, busy with household tasks, while my three lively and robust sisters romped out of doors. We had no brother, and we four little girls were born in a five-year period, so we were near in age.

By the 1890s the USA was not so exclusively a man's world as it had been in its earlier years. Now intrepid citizens, men as well as women, were demanding the school's attention to physical education for all children, girls as well as boys.

Raised in a home where the mother was an enthusiastic history fan, my own education along the history line was advanced more in my home than in my school. So I have had a full lifetime of enjoyment through remembering things past as they have related particularly to my own ever-present interest in physical education. My own forefathers as, no doubt, those of so many of you when they came to America, moved ever westward from the eastern seaboard settling with their dreams in the great middle west.

The blacks who had been slaves before the Civil War had now been free for many years. In the 1890s, I came to know personally several elderly blacks who had been slaves in their youth, and when freed they had to learn to fend for themselves. As a small child I overhead some of these freed persons talking together of their own years of slavery; it was all very puzzling to me.

The decade of the 1890s gave us a great wealth of physical activities that touched upon physical education, and related personalities, chief among them, Sousa and his wonderful band. To have actually seen and to have heard this band as I did years ago was an experience never to be forgotten. And to have heard or seen any performers in those days, meant actually seeing and hearing them in person—not on radio or TV.

But Sousa was not all of the 1890s to claim my own personal memories for that decade; there were Buffalo Bill and James Naismith (to become known in later years as Mr. Basketball), and Senda Berenson—an odd trio.

The real Buffalo Bill (William Cody) I met as a young girl when he came to my home town to visit his friend, one of our Lee family neighbors on North Hill. Home town at that time meant Centerville, Iowa, and the family neighbors where Buffalo Bill visited were the Stantons. We children of the neighborhood were introduced to him not as a group, but each one individually with a handshake. With that ceremony over we children did a cakewalk (all the rage just then across the country) for Buffalo Bill.

As for James Naismith, I came to know him in later professional years, but I never had the pleasure of seeing Senda Berenson. As for the craze for bicycling that took the country by storm in the 1890s I, by then merely a grade school child, was caught up in the thick of it due to the fact that the first child's bicycle ever seen in our town was my very own proud possession, which I had earned in a contest.

The story of how I came by this ownership is too long for this article. But calling out for attention are some important events of the 1890s not, as yet, touched upon—such events as the creation of the social dance that became known as the two-step, an outcome of Sousa's lively tunes which for well over a decade held sway on every dance floor, in every dance hall. In the sports area, the 1890s brought us the game of basketball and a craze for bicycling which is still in evidence these ninety or so years later. As for personalities—what other decade could match the nineties in that area in our field? There were William Anderson, Senda Berenson, Alice Foster, Edward Hartwell, Edward Hitchcock, Amy Morris Homans, James Naismith, Dudley A. Sargent, Jay W. Seaver to mention many of the top leaders. Yale and Harvard Universities played a major role in the education of these early leaders, with the school that is today's Springfield College also playing an important part in that direction.

The 1890s were a decade of "Battening down the hatches" before plunging into a new century.

Mabel Lee, the first woman president of AAHPER and the first archivist lives at 2248 Ryons St., Lincoln, NE 68502.

Springfield College alumni—James H. McCurdy, L. L. Doggett and F. N. Seerley.

Springfield College
Celebrating Together

Nicholas P. Moutis

Not coincidentally, for each nurtured the other for the better part of a century, Springfield College and the American Alliance for Health, Physical Education, Recreation and Dance celebrate their Centennial Anniversary together.

It was during Thanksgiving week in 1884 that men interested in the idea of a School for Christian Workers met at the home of the Reverend David Allen Reed in Springfield, Massachusetts. On 28 January 1885, the Commonwealth of Massachusetts incorporated the School for Christian Workers, known today as Springfield College. This year, 28 January 1985, Springfield College celebrated Founders Day on our 100th Birthday. Here under the leadership of Luther Gulick, an American system of physical education was developed, taking the best from existing German and Swedish gymnastics, games, and sports, interscholastic and intercollegiate athletics, and dance. Here, as Richard C. Garvey chronicles in *The Springfield College Family Album, 1984*, a faculty member named Naismith who sought "... a way to keep students active between football and baseball seasons, invented the game of basketball."

People and Events

Springfield's share of the giants who have served the Alliance and the profession reads like a preamble to *Who's Who*, Gulick, Stagg, Naismith, McCurdy, Staley, Lloyd, Stafford, Karpovich, Rathbone, Larson, Cureton, Morehouse, Esslinger, Daniels, Clarke, Evans, Frost—all etched their names as students, teachers, or both, in the legacy of this small, but significant, private college. These leaders and others were the architects of Springfield College's excellent physical education program.

In 1974, a nine-man team from a Tokyo University interviewed 72 department chairs of physical education in American colleges and universities to determine which American college had the best undergraduate physical education program. The 1974 report concluded that Springfield College ranked first as the choice of 35, followed by the universities of Illinois—29, Oregon—22, Ohio State—17, Indiana—14, and Iowa—10. Several of the top five institutions had former Springfield people in leadership positions. An institutional research office report conducted at Franklin and Marshall College indicated that Springfield College led the nation's 867 four-year, private, undergraduate institutions in sending baccalaureate degree holders on to doctorates in education (347) over a 60-year period (1920-1980).

Efforts on behalf of the Alliance over several decades caused the editorial board of the Research Quarterly to devote three separate issues to "Springfield College Studies." No other institution has been accorded this honor.

In Transition

As the Alliance looks toward the next century, Springfield College hopes to continue contributions that promote professional growth between us. As the Alliance continues to reshape itself, Springfield College seeks to advance the profession by developing innovative programs—not only in schools and colleges, but in the adult population, by developing programs in pro-active medicine, health promotion and wellness, and health-risk intervention. Within the past decade new programs have been developed at the undergraduate and graduate level in health fitness, athletic training, cardiac rehabilitation, physical therapy, and therapeutic recreation that hold exciting promise for Springfield and the profession.

Developing nations and old-world countries have both benefited by Alliance and Springfield College thrusts. Though our domestic issues continue a vexatious route, both institutions see fit to reach out. New

Continued on page 71

Anderson, Adelphi, and AIESEP

A Special Centennial Commemoration

In 1885, William G. Anderson, director of physical education at Adelphi Academy, called a historic meeting that led to the formation of the Association for the Advancement of Physical Education, the forerunner of AAHPERD. Almost to the day, one hundred years later (August 19-23, 1985), the Department of Physical Education, Recreation and Human Performance Science at Adelphi University is honored to host an International Conference on Physical Education and Sport for the Association Internationale des Ecoles Superieures d'Education Physique—International Association for Physical Education in Higher Education (AIESEP).

Anderson called together leading professionals representing diverse systems and philosophies of teaching physical education from the east coast to discuss issues and concerns of the profession. Adelphi, one hundred years later, will bring together leading national and international researchers and scholars to share significant research in physical education and sport. With the theme, "*A Time For Reflection: An International Dialogue on Research in Physical Education and Sport: Myths, Models, and Methods*" the conference organizers promise reflection, analysis and discussion of critical issues in the Anderson tradition. The conference has already attracted some of the brightest researchers and theoreticians from around the world, including Tousignant, Godbout, Borys (Canada); Haag, Rothig (Germany); Pieron (Belgium); Locke, Anderson, Siedentop, Greendorfer, Sage, Miracle, Mosston, Dodds, McElroy, Sutton-Smith, Jewett (USA); Thelema (Finland); Hadzelek (Poland); Cheffers (Australia); and Tubino (Brazil).

The topics to be discussed at the conference include new models for research on teaching and coaching, social values in physical activity and sport, gender stereotyping in the training of teachers, myths in sport and physical education, teacher and coach preparation around the world, teacher burn-out, and the role of sport sociology in the training of teachers and coaches.

Among the honored guests at the conference will be Juan Antonio Samaranch, president of the International Olympic Committee and founder of the Samaranch Prize, a $5000 award given to the leading researcher in sport pedagogy, and Peter Ueberroth, former director of the Los Angeles Olympic Organizing Committee and presently Commissioner of Baseball.

Because of Adelphi's historic association with William G. Anderson and in commemoration of the centennial celebration, we are proud and honored to be hosting this very special conference, "ADELPHI-AIESP 85." For more information, contact Ronald S. Feingold, chairperson, Department of Physical Education, Recreation and Human Performance Science, Adelphi University, Garden City, Long Island, NY 11530 (516) 294-8700, ext. 7360.

Springfield College

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initiatives of Springfield College in the Orient, the Caribbean and the third-world (several in consort with AAHPERD) indicate clearly that our programs are universal.

Recently, the College sponsored an All-Asian Wellness Symposium in Japan and exchange programs with scholars in Physical Education from Hong-Kong; Beijing, China; and Osaka, Japan. Presently, we are training young Japanese professionals in fitness and physical education in summer sessions on our campus and we look forward to a 1985 summer school class of 50 Korean graduate students who will study athletics administration in preparation for the XXVth Olympiad in Seoul, Korea, 1988, when they will host the nations of the world.

Finally, the College is grateful for the support and the many professional opportunities afforded by the American Alliance. We and our 20,000 alumni want to continue these relationships into and through the twenty-first century. Visit us at our booth at the State, District, and National conventions and help us celebrate together the AAHPERD and Springfield College Centennial.

Nicholas P. Moutis is director of the Division of Health, Physical Education, Recreation, and Physical Therapy at Springfield College, Springfield, MA 01109.

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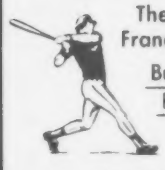

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A Period of Projects 1955-1980
Twenty-Five Years of Service

George F. Anderson

Professional associations exist primarily to provide service to their members and the profession, and strive to make some significant contributions to humanity by enriching the lives of individuals who are touched by the association's professional domain. Only a few associations have experienced lasting success in improving the quality of life for any sizable segment of society.

The American Alliance program touches *every* individual in some way because it deals with basic health practices, movement patterns including exercise, safety procedures, and leisure activities. Consequently the Alliance has been able to have a significant impact on people's lives through the special projects conducted during the twenty-five years from 1955-1980 when extensive federal grants and contracts were available.

The *Fitness Project* alone influenced millions of school children and adults and alerted many organizations and groups to join the fitness movement. Through the *Outdoor Education Project* administrators were induced to organize and to conduct enrichment programs in hundreds of school systems and colleges; thousands—possibly millions—of people enjoy a richer outdoor life as a result. The *Lifetime Sports Education Project* popularized tennis and sparked a revision of many school and college physical education programs which began stressing lifetime sports. As the *Program for the Handicapped* informed and served the programs generated by federal legislation for the handicapped, the *Smoking and Health Project* and the *Drug Abuse Project* awakened educators' interest and concern for these critical health issues and developed educational programs for schools and colleges. The *Project on Man's Environment* popularized concern for the quality of our air and water long before it became a recognized national problem. The *Peace Corps Projects* provided American know-how in health and physical activities to some countries in South America and Africa. This successful program earned the praise of the Peace Corps Director, Sargent Shriver, who considered the American Association for Health, Physical Education and Recreation (AAHPER) programs among the best in the entire Peace Corps.

A more detailed look at these projects illustrates how and why they improved the life style of many people.

The Fitness Story

The 1980s physical fitness boom has come as a result of increasing concern over the last thirty years. Television programs stress exercise and fitness; the movie stars promote it; and fitness spas are now integral to many shopping centers. Even physicians are talking about preventive medicine and the value of exercise and fitness. Who started the fitness awakening?—The American Alliance for Health, Physical Education, Recreation and Dance.

World War I draft statistics showed many American males physically unfit for military service. In most states, the statistics sparked state legislation that required physical education in public schools. The war ended and physical education continued, but program emphasis shifted from fitness activities to games and sports. Then came World War II. Again draft statistics showed that American men were physically unfit in spite of years of required physical education. During the war, physical education programs became more vigorous with emphasis on fitness, but when the war ended programs again reverted to games and sports. No one seemed interested in physical fitness in times of peace.

In March 1951, with another war underway, the AAHPER held a Mobilization Conference on Children and Youth. In early 1953, Elizabeth Avery of the AAHPER staff contacted several people who had agreed to implement the conference recommendations; one was Hans Kraus from the New York University Rehabilitation Clinic. He reported on his research—called the Kraus-Webber Test—that compared American children with European children on a series of physical activities. More European children passed the test than American children, data he interpreted to mean that European children are more physically fit than American children. Kraus had reported his findings in the New York State Medical Journal a year earlier but had no apparent interest, response or action.

AAHPER agreed to consider his study for publication in *JOHPER* where it appeared in December 1953. A news release sent out on publication created world-wide attention, and several magazines requested and published popular articles on physical fitness. The *JOHPER* article prompted controversy among our association members, however; professionals were concerned about the test's validity, but even more questioned the interpretation of the results. Kraus met with the AAHPER staff and was invited to speak at a national convention; he received additional invitations to speak at AAHPER state and district meetings, as did his

assistant, Bonnie Prudden.

As Kraus' fame and influence grew, he became concerned with the interest he had generated and decided to contact Jack Kelly, Sr. of Philadelphia, a former Olympic sculler and National Director of Physical Fitness during World War II. Kelly contacted Pennsylvania Senator Duff who secured a meeting between President Eisenhower and Kraus. President Eisenhower set up a luncheon at the White House and invited in a group of sports people to hear the report. Neither AAHPER nor the U.S. Office of Education were invited to the luncheon, but Bonnie Prudden consulted with George Anderson of the AAHPER staff prior to the luncheon and reported the events to him afterwards.

When Hans Kraus and Bonnie Prudden reported their findings to the president, he said he was shocked by this report and directed Vice-president Richard Nixon to do something about the fitness of the American people. The national sport figures who attended the 1955 luncheon came prepared with plans and ideas about fitness but had to be content to tell their story to a *Sports Illustrated* reporter, who published a story on "the report that shocked the president." AAHPER ignited a spark that would continue to burn more brightly in the future.

Vice-president Nixon did not give personal attention to the problem, but assigned the task to assistant Bob King. With the assistance of Si McNeely of the Office of Education and Carl Troester of AAHPER, King set up a national conference at the U.S. Air Base, Lowry Field, Colorado, and invited about one hundred national leaders to attend. Two days before the conference was to open President Eisenhower had a heart attack and the conference was called off. The First National Presidential Conference was rescheduled for June 1956 at the U.S. Naval Academy in Annapolis. Vice-president Nixon opened the conference which received national recognition.

To continue fitness efforts the President's Council on Youth Fitness was created on 16 July 1956. The council continued by succeeding presidents, has changed its name, directors, and staff and, over the years, has made significant contributions to the fitness movement. However, without the early vision and action of AAHPER, there would not be a President's Council on Physical Fitness and Sports.

AAHPER was unsatisfied that the Kraus-Webber Test (developed for use with clinical patients) could correctly measure fitness in American youth. In 1957, selected members of AAHPER's Research Council met in Chicago and proposed another test—the AAHPER Youth Fitness Test. The AAHPER budgeted $10,000 for a sample and testing project to develop national norms for the test. Paul Hunsicker and Guy Reiff, both from the University of Michigan, conducted the study and presented the first national norms. First published by AAHPER in 1958, these norms have been revised twice by Hunsicker and Reiff. The norms seem to have stabilized, because there was little variance between the results of the second and third survey.

To promote the test and to stimulate student interest, the Association established a certificate and emblem award for students achieving at the 50th percentile and a merit award for those achieving the 75th percentile. Later, in cooperation with the President's Council, a Presidential Award resembling the Presidential Seal and a certificate signed by the President were added to the award program. Students passing all test items at the 85th percentile qualified for the Presidential Award. By 1983, over seven million students earned Presidential Awards and millions more earned at the regular and merit level.

As a result of AAHPER's leadership, fitness now involves many professional and commercial enterprises. The AAHPER accomplished what two World Wars did not; because of AAHPER's effort, the nation and the American people are better off.

The Outdoor Education Project

In the early and mid 1950s, the education community was rapidly changing its attitude about receiving assistance from business and industry in the development of curricular programs. Prior to this period, schools had rejected most teaching materials that contained reference

to specific products or materials. The acknowledgement that commercial materials (if properly screened and properly used) could enrich instruction led to the development of many local Business, Industry and Education (BIE) Committees. Professional associations followed with their own BIE committees aimed at securing project funds to develop curricular materials.

In 1954 at the New York City National Convention, AAHPER established a new council in the General Divison on Equipment and Supplies to work with corporations or their trade associations. The Council contained two sections: the Athletics Section, chaired by Blair Gullion, director of athletics at Washington University and the Outing Activities Section, chaired by Julian W. Smith of Michigan State University. The Outdoor Education Project became a major effort of the Outing Activities Section.

The Outdoor Education Project's contributions could not have been possible without Julian Smith, an outstanding leader who influenced hundreds of individuals, provided the spark that made the project succeed, and stimulated individuals to initiate new programs.

Outdoor education was not a new idea: the Life Camps, directed by Lloyd B. Sharp, had been in existence for a number of years. The Sharp program was oriented toward science and to a degree, toward conservation, but it lasted only as long as *Life Magazine* supported it financially. The AAHPER program was skill oriented, with conservation playing a major part and science playing a lesser role. Smith's concept was that a person who possessed outdoor skills would preserve the environment to enjoy the pleasures of outdoor activities—he had used this concept earlier as he developed the school camping program for the Michigan Public Schools, one of the first school camping programs in the nation.

The chance for AAHPER to assume leadership in outdoor education resulted from an invitation by Jack Powers, executive director of the Sport Fishing Institute, for representatives of AAHPER to attend the meeting of the Associated Fishing Tackle Manufacturers Association (AFTMA) in Hot Springs, Virginia in 1955. Jack Powers scheduled a meeting of AAHPER staff members with the Board of Directors of AFTMA, and allowed the AAHPER to propose the funding of a national project; the meeting was successful and funding was issued. First a national survey was needed to provide a benchmark for the future. Although significant, the initial $15,000 was not enough to conduct a national project. Smith then convinced the National Rifle Association and the sport shooting industries to add their support. Together with allied industries the project enjoyed 22 years of impressive success, developing thousands of leaders and starting outdoor education and school camping programs in countless school systems and college programs.

The purpose of the project was not to make outdoor education a new subject in the curriculum, but to enrich existing subjects. The program was to be a part of physical education, science, or any other discipline that could be related to the out-of-doors. School camping could provide a way to take the entire school curriculum into an outdoor setting.

The project activities centered on skills such as fishing and casting, safe use of firearms, archery, golf, water skiing and boat handling, rock collecting and gem making, and most of all a love and concern for wildlife, plants, trees, and streams—our outdoor heritage. Few individuals, could not find some interest in this diverse program. As a result of the project, millions of school children and hundreds of thousands of college students have enjoyed an outdoor experience that would not have been otherwise possible.

When Julian Smith died, the project continued for two years under two other directors and then ended. Like other projects, it had run its course. It was not possible to find another Julian Smith who could inspire and lead the professional people and at the same time identify with and gain corporate confidence and financial support.

Lifetime Sports Education Project

During the years Charles B. (Bud) Wilkinson served as Presidential Advisor on Physical Fitness and provided leadership for the President's Council, he worked closely with AAHPER, recognizing our resources and influence on school programs. Soon after President Kennedy's assassination, Wilkinson left the President's Council and his Presidential Advisory position. Because he was nationally known both as a successful football coach and through his work with the president and the council, he was approached by the presidents of Brunswick and American Machine and Foundry, manufacturers of bowling's automatic pin setting equipment, to help promote youth bowling. Before accepting, Bud consulted with the AAHPER staff, and together they contracted to promote bowling, along with other lifetime sports. The Lifetime Sports Foundation directed by Bud and the Lifetime Sports Education Project directed by AAHPER were created. The foundation funded the project, except the final two years when AAHPER paid the full cost.

The project employed William Noonan as the director in 1965, and for the next five years the Lifetime Sports Education Project influenced many school and college programs. Numerous workshops throughout the country alerted teachers to lifetime sports, and changed the thinking, literature, and programs concerning the role of lifetime sports in physical education.

Probably the project's most significant contribution came in the sport of tennis. Noonan contacted the United States Tennis Association (USTA) and asked for their support in tennis promotion. They responded with a $10,000 contribution and the full support of their small Educational Division staff. The joint effort proved so successful

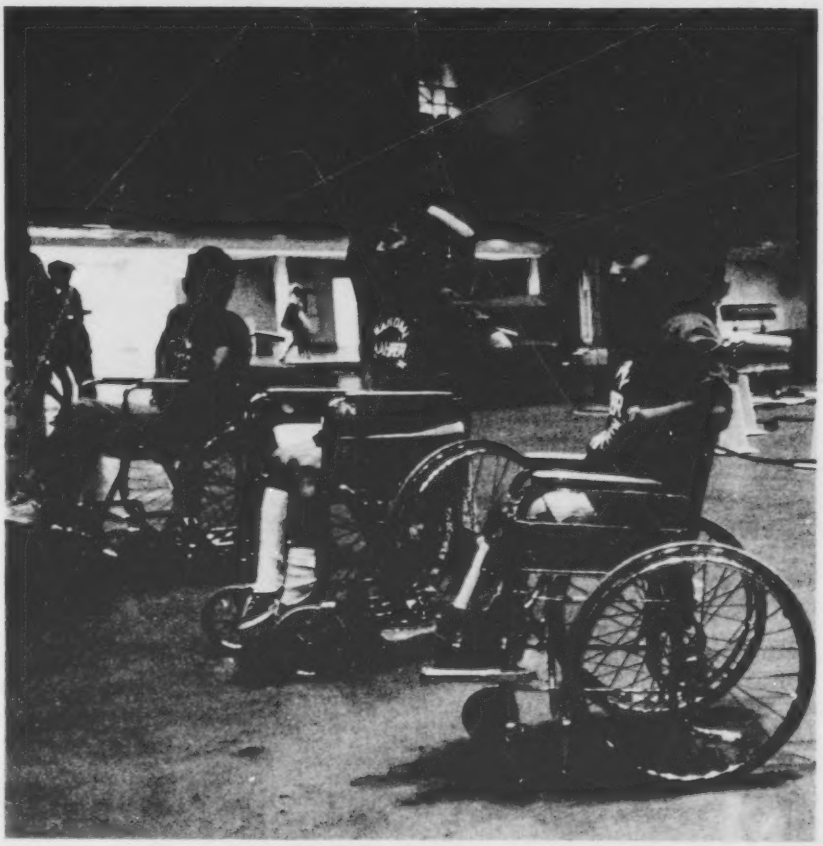
that tennis soon became a popular sport. When the Project terminated, tennis was established and the USTA continued to fund and enlarge its education section, an important part of the USTA today. An organization that had previously served a select clientele became effective in serving the general tennis community because of the Lifetime Sports Education Project.

Programs for the Handicapped

AAHPER's first contact with the Shrivers and Kennedys came through our conducting successful Peace Corps projects in South America and Africa. Having established our competence, it was not too difficult to develop a working relationship with the Kennedy Foundation, because both the Foundation and AAHPER were interested in physical education and recreation for handicapped persons.

Jackson M. Anderson, the AAHPER Recreation Consultant, proposed a national project to be conducted by AAHPER and funded by the Kennedy Foundation. Since the Foundation was primarily concerned with mentally retarded individuals, the scope of the project's first years was physical education and recreation for the mentally retarded. The Foundation funded this project for five years beginning June 1965. The first director was Robert Holland, on leave from the Ohio State Department of Education. When he returned to Ohio in July 1966, he was replaced by Julian U. Stein, who continued as director until he resigned from AAHPER in 1982. Stein had been a consultant to the project from the beginning, and was well qualified by education and experience to provide national leadership.

When the Kennedy Foundation moved into the Special Olympics, they decreased the funding to AAHPER. Stein then secured funds from the Bureau of Education for the Handicapped of the Public Health Service, and the scope of the project was expanded to include all handicapped individuals.



During the second phase of this project, there was increasing national concern for handicapped persons; federal legislation funding stimulated projects and activities in most states. The AAHPER project became the primary information source on legislation and national and local programs. The project produced widely used and greatly appreciated materials.

No other federally funded program made as great a contribution to the handicapped population as AAHPER's program; the work is still being carried on by the Alliance with its own funding.

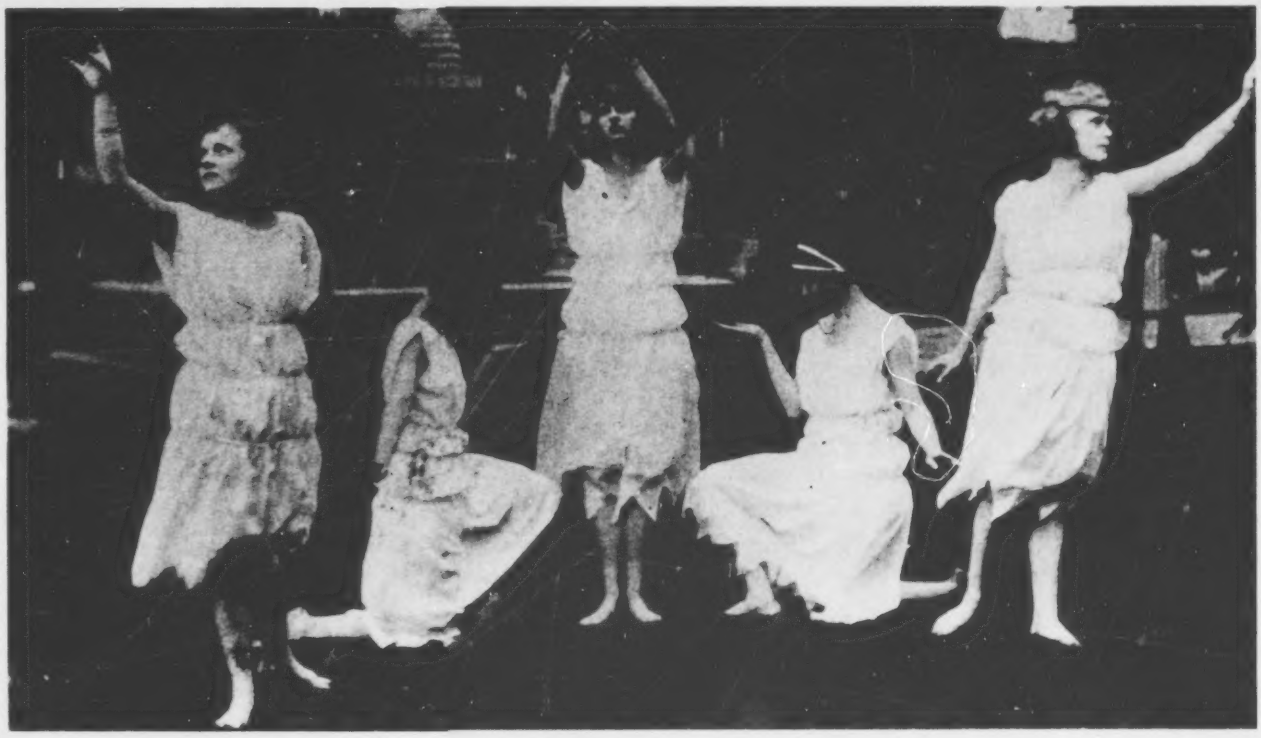
Smoking and Health Project

Prior to the Surgeon General's Report on Smoking and Health in 1964, smoking was an accepted social habit for adults. When the AAHPER first undertook the project (funded by the U.S. Public Health Service) to educate people about the health dangers of smoking, it was not a popular topic. Many people did not accept the report and were not interested in joining an unpopular crusade.

Yet this project gradually changed the attitude of the educational community through hundreds of state, district, and local conferences dealing with smoking. When the project terminated after five years, educators had changed their thinking and action about smoking and health. While many groups worked during this period, no other program reached as many people or was as effective in stressing the dangers of smoking as the Smoking and Health Project. Vincent Granell, director of this project and Kay Hutchcraft, his administrative assistant, deserve much of the credit for this success.

In looking at the Alliance's history, it is clear that the project years contributed to society and changed many individuals' life styles for the better.

George Anderson was executive director of the Alliance from 1974-1980 bringing his continuous years of service to the Alliance to 29.



Reflections on Dance in America 1960-1985

Elizabeth R. Hayes

Dance as a discipline is a relative newcomer to modern education. To appreciate fully the development of dance from 1960 through 1985, necessitates a cursory understanding of the preceding events. By the turn of the century elementary school teachers used a few singing games for rainy day activities. For older girls, physical education teachers occasionally introduced rhythmic activities in the form of folk dances, Delsartian gestures, Dalcroze Eurhythmics or other routinized movement. But the twentieth century held vast changes in dance attitudes and practices. Isadora Duncan's appearance on the New York scene opened the eyes of progressive women physical educators to dance's potential as a form of creative, rhythmic expression and enthusiasm for dance at the college level spread. By 1926, the first dance major program designed for college dance teachers was established through the Women's Physical Education Department at the University of Wisconsin. From there, as well as from such universities in New York City as Teachers College and Barnard, a network of dance activity in colleges and universities began that was to encompass the nation.

Meanwhile, the professional world of dance from the 1930s through the 1960s burgeoned with activity that brought dance increasingly to the public's attention. Major modern dance companies toured the college circuits, gave performances, often in gymnasium settings, and brought students and community audiences to an appreciation of dance as an art form. Ballet companies became revitalized and a few ethnic dance companies made their appearance on the American scene.

Dance education's development was boosted in the mid-thirties with the creation of the Bennington College Summer School of Dance, where leading professional dancers and choreographers not only produced new works but also shared their expertise with dance educators in concentrated courses. The quality of dance in colleges and universities improved as dance educators became better trained and as their choreographic experience developed. By the late 1940s and early 1950s, college dance majors were beginning to think of professional careers as dancers and choreographers as an alternative to teaching, yet few college curricula were available to meet their needs.

Although dance had seen tremendous growth in many major colleges and universities, the upgrading of dance offerings in elementary and secondary schools unfortunately had not materially changed. A vicious dance education cycle existed—certification for secondary school dance teachers was not warranted, it was argued, because too few worth-

while dance programs existed, yet good dance programs could not be developed without the availability of well-trained (certified) dance teachers.

An increasing number of dance major programs established in higher education, were still offered under the aegis of physical education. In the 1960s and 1970s, the University of California–Los Angeles and others began to realign dance, particularly modern dance and ballet, with the other arts in higher education. In some cases, separate dance departments were created within colleges of fine arts; in other cases, dance was allied administratively with another performing art—music or theater. Purely recreational dance forms were usually left with physical education.

Certain valued aesthetic and creative aspects of physical education programs were lost with the removal of dance. Furthermore, as some dance departments focused attention upon the professional preparation of dance performers and choreographers, they placed decreasing emphasis on the preparation of well-trained dance educators. Yet the old axiom holds true that "nature abhors a vacuum." New leaders arise and gain strength as former leaders turn their energies elsewhere; some physical education departments lost their dance programs, but found in such activities as gymnastics, viable aesthetic values to substitute for those formerly provided by dance.

The creation of autonomous dance departments, however, enabled curricular offerings to expand and meet the growing needs of dance students, as well as to develop specialized areas particularly at graduate levels. In addition to the extended offerings in technique and choreography and the addition of ballet to most dance major programs, much-needed courses in music and technical theater have become a standard part of the curriculum. The quality of dance performance has been raised through the employment of professional dancers and choreographers (with or without college degrees) as teachers.

With the emergence of dance as an independent discipline, one unique development was the creation of courses in dance kinesiology, distinct from kinesiology taught for physical education. Eliminating such inapplicable concepts as the angle of force in directing a ball, the dance kinesiologist meticulously examines the complex function of muscle groups in accomplishing specific technical skills and the effec-

tiveness of dance exercises in accomplishing designated goals. Dance kinesiology has increased the dancer's movement efficiency and has provided knowledge that helps prevent injuries. Kinesiological knowledge of dance technique has required research that, prior to the 1960s, was extremely limited.

In addition to dance kinesiology, other research studies have added valuable literature by recording and reconstructing centuries-old European dance forms, ethnic dances, and the dance forms of rare prehistoric cultures that still exit. Works of twentieth-century modern dance and ballet choreographers are being notated, recorded on film or videotape, and performed by repertory companies so they can be made a permanent part of our dance heritage. Modern technology has made possible excellent dance recordings that were not available to previous generations of dance choreographers or historians. Educational television has produced excellent video recordings for the general public and future generations of dancers.

Dance criticism has greatly expanded during the past 25 years. Although there were a few outstanding dance critics, most dance criticism had been relegated to music or drama critics whose knowledge of dance was limited. The increase of live dance performances in major cities has provided opportunities for critics to learn through experience how to evaluate dance intelligently and has created a new market for trained dance critics. Collections of critical writings serve as models for students of dance criticism and provide information about current dance works for people geographically isolated from centers of dance performance.

As social concerns have turned to the needs of special populations—the handicapped and growing older populations—dance professionals and others have worked together, devising pleasurable, rhythmic movement activities for disabled and elderly persons with limited physical abilities. Dance therapy has long been a valuable aid in treating the mentally ill and emotionally disturbed, but for many years therapists' qualifications were not monitored. Realizing the potential dangers in the use of untrained, though well-intentioned personnel, the Dance Therapy Association has established criteria for university accreditation of graduate dance therapy programs.

Although teacher education is still the major focus in most colleges and universities, teaching is no longer the only option available to the present-day dance student, and graduate departments of dance need to continue to expand their areas of specialization according to the expertise of their faculty.

Funding

Although the federal government has provided little financial support for the arts, the creation of the National Endowment for the Arts in 1966 provided a channel for funding that has helped the nation's leading dance companies (always on the brink of financial disaster) to survive. With financial support from the National Endowment, individual states' arts councils have been able to give at least minimal assistance to deserving regional companies.

Geographical dispersal of funds has produced several important benefits. In addition to keeping regional companies alive, the assistance has helped to decentralize dance from its traditional bastion of prestige—New York City, and it has encouraged local appreciation and prideful support for the artistry of regional companies. Regional support to the companies themselves has enabled them to provide job opportunities for young, talented, but unrecognized dancers that would be otherwise nonexistent. Other projects involving dance, such as the Affiliate Artists program and Central Midwestern Regional Educational Laboratory (CEMREL) have also received some government sponsorship. Perhaps of greatest educational value for communities and schools has been the 1970 creation of the Artists-in-the-Schools (now titled Artists-in-Education) program, sponsored by the National Endowment for the Arts. This program subsidizes schools to bring individual artists or performing companies to their communities to teach classes, or produce works of art, and/or to give lecture-demonstrations or performances. During its brief existence, the program has used over 107 movement specialists and 40 dance companies. The program's success has been reflected in the enthusiasm of participating school children; in the assistance provided to the local teachers; and in public education in the arts provided to communities in geographically isolated areas.

Begun in 1973, the American College Dance Festival Association is another government assisted dance program. At annual regional festivals individuals or groups of students represent their colleges and compete for honors in performance and choreography. Beyond the competition itself, participating students join together in classes, share their choreography and performances, and benefit from the judges' critiques. On alternate years, regional winners are invited to perform at John F. Kennedy Center for the Performing Arts in Washington, D.C. with travel expenses paid by the government.

Social Contexts

Social influences have had both positive and negative effects on dance in the sixties and seventies. The antiestablishment movement of the 1960s created a sense of alienation and rebellion among students and professional dancers that made teaching difficult and perhaps contributed to a choreographic revolution—the breaking of all traditional rules—and the creation of "nondance" choreography that has been so difficult for uninitiated audiences to understand.

Because the unisex movement has blurred the distinction between male and female roles, occupational stereotypes for men and women have begun to dissolve, and men have become less hesitant to partici-

pate in dance activities and to consider pursuing dance as a professional career. Choreography and costuming have also reflected the change; many fewer dances today portray men and women in contrasting roles and the production of abstract nonsexual choreography has increased.

One cannot discuss developments in the 60s and 70s without mentioning the effects of television, films, and musical theater on the world of dance and its multitude of viewers. Educational television has recorded and preserved past and present-day classics of ballet and modern dance. In addition, contemporary films and commercial television programs, as well as musicals, have provided the viewing public with a liberal diet of jazz, the dance form most indigenous to America. Often inventively choreographed and staged, jazz dance has had an immediate appeal to general audiences, but such intense exposure to jazz dance may have narrowed public appreciation to only those forms of dance that offer compelling rhythmic appeal and physical excitement.

The past two decades have produced an accelerated exchange of dance teachers and performing groups throughout the world. International professional organizations, such as Dance and the Child International, have proliferated. International folk dance festivals in Europe, the Middle East, and America have provided opportunities for participants to share their cultural talents. American jazz and modern dance companies, as well as ballet companies, have been received abroad with curiosity and enthusiasm. Through such cultural exchanges, mutual respect and understanding have been fostered, helping to counteract at least in a small way the dangerous misunderstandings often promulgated by world politicians.

And now, what of the 1980s? Unfortunately, growth in dance at elementary and secondary school levels has been disappointingly slow; the picture, however, is not totally bleak. At least ten states now offer secondary school certification for dance teachers, which means that the potential for quality programs has grown. The number of special high schools of performing and visual arts has increased.

Photograph courtesy of the University of Utah

A new organization, the National Organization of Schools of Dance, instigated by the Council of Dance Administrators, has been created to examine and accredit dance major programs in higher education and courses of study offered by professional dance companies. The accreditation procedure helps identify dance programs of substance and establish goals for other departments to strive for.

The Challenge

On the whole, the early 1980s have presented many difficult challenges. The condition of the nation's economy has created multiple problems that are shared with other educational disciplines. Cuts in state and federal funding to education generally and to the National Endowment for the Arts in particular have been potentially disastrous for dance education and for professional dance companies.

Lip service is given to the idea that the arts must have a place in the core of a child's education—a concept reiterated by the 1983 report of the National Commission on Excellence in Education. Yet, in actual practice, any national movement to "return to the basics" in education invariably precipitates a withdrawal of funds from the arts and humanities in favor of support for the sciences. How much longer do we have to wait until the arts are recognized and accepted as a part of basic education—as an important essential that gives meaning to life and existence?

But in spite of this currently discouraging picture, youths remain who are deeply committed to dance, knowing that jobs are scarce and financial rewards are few. A world without the arts is unimaginable and life without dance is unthinkable. One can only hope that out of this crisis, the best national dance will survive. Let our future educational goals be to accomplish our dream of providing children at all levels of education with valuable dance experiences through improved teacher education, to continue to produce experts who will add to our body of knowledge, to extend our efforts to develop an understanding and appreciative public for dance, and to preciative public for dance, and to produce dancers and choreographers whose works will be worthy of that appreciation.

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Tradition and Modernism

The American Academy of Physical Education Prepares for the Future

John Lucas

The second president of the American Academy of Physical Education (hereafter called Academy) in 1930 was the talented Robert Tait McKenzie (1867-1938). With but six days to live, in April 1938, McKenzie again accepted the Academy presidency. In Atlanta, Georgia 22 April 1938, he clearly delineated the special purpose of the Academy. "Too many people," he said, "are oppressed with the machinery of their work and miss the beauty of the finished product. The worker at the loom sees only the mechanics and never realizes the beauty of the completed pattern." American physical educators need to work hard, to teach skillfully, to publish scientifically, and to be thinking, productive citizens. But to the Academy is left a special task, he hinted:

> We need a group that will make authoritative statements and be didactic about it . . . We need a group which has been touched with the 'divine spark' . . . It is the function of the Academy to look for and recognize the ultimate milligram of truth . . .[1]

Each Academy president has had a special insight or message of inspiration for the members of the Academy. Intellectual Clark Hetherington (1870-1942), the first Academy president, set the stage for what I think has been a theme of all Academy leadership—to recognize the uniquely important physical dimensions of the profession and at the same time to urge talented young teachers to be sensitive to the intellectual and emotional power of sport and exercise. Hetherington's theme persisted with the early Academy presidents (John Brown, Mabel Lee, Arthur H. Steinhaus, and Jay B. Nash). Following the Second World War, Academy presidents exhorted their own membership and the larger constituency of American sport educators to think more scientifically, with an eye to the future. Charles Harold McCloy, president from 1947-1949, spoke frequently of the future. Only if future physical educators are significantly better educated in the liberal arts as well as in science can we upgrade the profession and make "a direct frontal attack on intolerance and ethnocentrism" said 1950 president Frederick W. Cozens.[2]

Clark Hetherington

The Academy had some giants in the profession as presidents during the 1950s: Rosalind Cassidy (1895-1980), Seward C. Staley, David K. Brace (1891-1971), Neils P. Neilson, Elmer D. Mitchell (1893-1983), Anna Espenschade, Harry Alexander Scott (1894-1972), Charles C. Cowell (1896-1963), Delbert Oberteuffer (1901-1981), and Helen Manley. Their collective voice, although frequently eloquent and sometimes shrill, was not always heeded when they suggested that the brightest and finest young men and women should be recruited into the physical education profession. Without such commitment they felt the entrepreneurial element would render physical education obsolete. Mediocrity must be made to eventually surrender to logical positivism, and thus, they said, the physical educator of the future will be well-educated and cannot help but be a modern specialist—all in one.

Academy presidents during the 1960s were keenly aware of the need to expand the scientific basis for the burgeoning areas of specialization subsumed under physical education. Scientism and the professional, ethical basis of the discipline preoccupied Academy members during the decade. Presidential leadership in the hands of the following reflected this dual concern: Thomas E. McDonough; M. Gladys Scott; Fred V. Hein, Carl L. Nordly; Eleanor Metheny (1908-1983); Leonard A. Larson; Arthur A. Esslinger (1905-1973); Margaret G. Fox; Laura J. Huelster, and in 1969-1970, H. Harrison Clarke. The leaders of the 1960s were emminently worthy successors of the super-star founders of the Academy, who, from the beginning, sought just the right meld of pragmatism and humanism.

In the 1970s, a pivotal decade for the Academy, its leaders perceived an uncomfortable, even alarming image of themselves as slightly out-of-time with the profession. Some non-Academy members called the tiny group (less than 100 men and women) a bunch of old fuddy-duddies—a senior citizens club of dis-

tinguished teachers, leaders, researchers. Although there was some truth to this, many Academy members treasured this image of an honorary society gathering together once a year to remember the olden days. And yet as if with one voice, these same people echoed 1970 President Clarke's question and sought its solution: "How has the Academy brought its research expertise, scholarship, and experience to bear in proposing solutions to current problems?"[3] The question, repeated a dozen different ways in the next fifteen years, found both explicit and tentative answers.

In 1971 the Academy's purposes were clearly stated in *The Academy Papers* and emphasized the advancement of knowledge, raising standards, philosophical discourse, the recruitment of talented professionals, assistance with the enactment of appropriate legal measures, and honoring through awards the best of the profession.[4] President Ruth Wilson discussed "The Pursuit of Ideals;" she emphasized that the Academy's purpose was to extend and transmit fact and wisdom in the science and art of human movement. We must get involved with all the big issues of the day and thus allow our own expertise "to make the total achievement greater than the sum of all the single efforts," she said.[5] President Ben Miller, in his 1972 address, reminded listeners that the Academy included health and recreation educators and dance specialists, as well as physical educators. Harmony among such a constituency was imperative, he said before the greater society can be blessed with what we have to offer.[6]

1973 Academy president, Raymond A. Weiss, a distinguished scientist, felt strongly that if the organization was to be a moving force, the membership should attempt to speak as one voice on important issues "and transmit that action to the profession."[7] Weiss implied correctly that the Academy was not acting in a natural leadership capacity and slowly the membership of talented professionals tried to put it right. During Ann E. Jewett's tenure as president, she focused attention on the profession's unique mission—to serve all humanity, to help prolong and enrich "the quality of life and . . . the process of self-actualization through movement."[8] President King J. McCristal's 1975 address was a recapitulation of old themes as he insisted that physical education scholars are capable of uncovering new knowledge, "provided we recruit genuinely bright people and continue to draw heavily upon the established academy disciplines . . ."[9]

Leona Holbrook

Leona Holbrook (1909-1980) was an idealist who urged her colleagues to adhere to spiritual as well as physical and mental goals. In doing so, she said, we embrace dimensions of self-realization "and in actualization we will go beyond research in all of our personal and professional ways . . ."[10] The Academy continued to embrace both this traditional humanism with the newer sense of scientism—a rational, critical point of view emphasized by the younger Academy lions. Humanism and scientism were two sides of the same physical education coin.

Marvin Eyler—a brilliant nonsense sport historian—guided the 1977 Academy. To see the profession of physical education as the perfectly integrated gathering of well-educated and humanely inclined specialists is the goal of the Academy, said Eyler. "To my knowledge," he said:

> . . .there never has been an attempt to relate developing theories in physical education to a structured program that could be espoused nationally . . .[11]

Physical education in America during the 1970s was consumed with crisis—it was losing credibility in the public schools; it was powerfully overshadowed by all the good and bad of male and female interscholastic-intercollegiate athletics; it was being taken over by the commercialized, entrepreneurial health and fitness hucksters. The Academy's 1978 president, Louis Alley—a pugnacious and persuasive fighter for the profession—called for "A Time of Action." He hinted that the Academy must keep pace and develop a futurist bent or be doomed for extinction."[12] While president of the American Alliance for Health,

Louis Alley

Physical Education, Recreation and Dance (AAHPERD), in 1971-72, Dr. Alley wrote a provocative essay "Physical Education in the Year 2000," in which he envisioned the profession thirty years hence, and warned that *any* organization that was standing still, was actually falling behind.[13] He was talking not only

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Photograph courtesy of William J. Lavery, Program Director for Care Services

The Alliance in Partnership

With Youth and National Sport Organizations

Harold T. Friermood

Alliance purposes, programs, projects, publications, and personalities have encouraged many national groups and outstanding leaders to work cooperatively for common goals. The Alliance or an association, has either initiated or been invited to join in a terminable project, or a continuing organizational relationship, a professional mix that benefits the Alliance as well as the participating partners. Looking at a few of these relationships during the last quarter of AAHPERD's first century may help chart dependable courses of mutually productive, cooperative action, for the new centennium. The following basic purposes guide the Alliance, enlist colleagues from many disciplines, and hold the Alliance and cooperating groups together.

To support, encourage, and assist member groups as they initiate, develop, and conduct programs in health, leisure, and movement related activities for the enrichment of human life.[1]

A representative sampling of organizations with which AAHPERD has cooperated follows.

Council for National Cooperation in Aquatics (CNCA)

Many aspects of aquatic activity are studied, taught, promoted and widely enjoyed. Groups have been organized and books written to share theories and practical methods. One group, conceived in March 1945, then discussed and tested over a six-year period, was officially formed during its November 1951 organizing meeting at Yale University. First called the Conference for National Cooperation in Aquatics, it later became the Council for National Cooperation in Aquatics. From the beginning AAHPER Headquarters staff, Division of Girls and Women's Sport, and Aquatic Committee/Council representatives took active parts planning and leading the CNCA. Board and executive committee meetings were held at the headquarters offices of member organizations, including the Washington office of AAHPER.

CNCA was formed to interpret and stimulate responsible, capable, organization representatives to advance the rapidly expanding field of aquatics. Its simple plan of operation was to (1) provide a setting in which official representatives from national organizations could come together to report on individual agency programs, plans, and projects; (2) share and discuss common problems; and, (3) plan ways of

working together on projects. Cooperative efforts, plus independent work by the separate national groups, helped advance the entire field of aquatics.

For the first 12 years an annual meeting was held at Yale University. Then members agreed to conduct a general (national or international) meeting, or conference every two years in various parts of the country. This schedule permitted time, in the alternate year, for committee and project work, including an intensive closed workshop directed to special research and project reports. Selected consultants invited by the officers and project chairmen participated. Within this framework more than 30 national organizations (YMCA, YWCA, American Red Cross, and others) have worked together to achieve specific results.

For 17 years CNCA grew under the direction of volunteers. At that time CNCA had developed beyond voluntary management; thus, when Friermood retired from the National YMCA staff he was invited to become the first executive director of CNCA in September 1968. He established CNCA headquarters office in Pelham, New York. In 1976, Bernard E. Empleton, of the New York City YMCA, became the second executive director of CNCA and moved the headquarters to New Rochelle, New York, then to Ashton, Maryland. The third executive director was E. Louise Priest, American Red Cross. She assumed her duties in mid-1980 and established the CNCA office first in Manassas, Virginia, then, in 1984, in Indianapolis, Indiana. A special grant from the Lily Foundation, covering 1984 and 1985 will help carry forward the newly defined objectives of CNCA.

Publications. Growing from the stimulating, interagency CNCA meetings came recommendations for new program materials. One aquatic area, stimulated by military underwater activity was the recreational use of SCUBA—self-contained, underwater breathing apparatus. Invited to take leadership, Bernard E. Empleton, a YMCA physical director, working with experts throughout the country, developed a comprehensive manuscript for publication. *The Science of Skin and Scuba Diving* was published in 1957 and revised in 1962 as *The New Science of Skin and Scuba Diving.* Further revisions in 1974 and 1980 helped to make it the authoritative teaching and diver reference text for nearly 30 years. Used by many national organizations in certification training courses, as well as for teacher training in colleges and universities, this text has sold over two million copies. Royalties from this book have been the chief source of CNCA's income.

Numerous other books have been developed and copyrighted by CNCA.

Reports of CNCA Conferences. Each of the first 12 annual conferences and the following 11 biennial conferences produced complete printed reports. Some of the most recent are still available in print; *all* are available on microfiche cards from Microform Publications, College of HPER, University of Oregon, Eugene, OR 97403. The 1972 conference, held in Quebec, Canada, was a joint effort: CNCA with CCCA (Canadian Council for Cooperation in Aquatics). The report is titled, *Waters of the World—Use and Conservation.* Harold T. Friermood, editor, 1972. (The 17th Conference report.)

Lists of other titles, out of print, now available, or planned may be secured from CNCA headquarters.

Scholarships. In keeping with its incorporated purpose as "an educational, nongovernmental, public service organization," CNCA began a three-level plan of scholarships and grants: undergraduate level, graduate level of support in developing professional leadership, and grants for special projects.

CNCA Honor Awards. Beginning in 1961, recognition for superior contributions in the field of aquatics has been accorded to carefully selected persons: writers, teachers, organization leaders, coaches, and elite swimmers.

CNCA—a Cooperative Resource. The American National Standards Institute (ANSI) worked with manufacturers, professionals in many fields, and consumers in the development of standards of safety. A meticulous process of testing, analyzing, discussing, and individual voting finally produced recommendations. These were frequently used as the basis for official legislation that regulated the manufacture, sale and use of various products. CNCA served for a number of years as the

Photograph courtesy of Cliff Lohery and Marjorie M. Murphy, YMCAs of the USA

Young girls enjoy YMCA swimming class.

secretariat responsible for the ANSI "Z86" committee for underwater safety in recreational sport diving. After official ANSI approval, a number of the Z86 SCUBA standards were printed and distributed by CNCA.

During the '50s and '60s individuals from many of CNCA's member groups joined the AAHPER, attended national conventions, and frequently assumed leadership and program responsibilities in the various divisions, councils, and committees. They also formed the basis for the Social and Youth Serving Agencies' Group that planned scheduled meetings in conjunction with the association's national conventions.

Standards for Teaching Infants, Preschool, and Young Children to Swim. Over the years increasing numbers of youth-serving agencies have expanded their family and preschool services. Along with the schools, they have found that in single parent homes, or when both parents work, new programs are required. Coordinated attention directed by CNCA to the educational, psychological, environmental, and legal aspects in teaching infants, preschool, and young children to swim resulted in the development of guidelines or standards that could be used, with adaptations, by many groups.

These selected samples of CNCA's purposes, organization, publications, scholarship and research efforts, recognitions given, resources available, and youth services provided in the broad field of aquatics, give evidence of significant contributions made during the recent quarter of a century, in partnership with the AAHPERD.

United States Volleyball Association (USVBA)

First called "mintonette" by the inventor, William G. Morgan, YMCA physical director, Holyoke, Massachusetts, in 1895, the name was changed the following year to, "volley ball."[2] (Twenty-four years after the organization of the USVBA the board of directors changed the spelling of the game to one word, "volleyball," but retained the initials, "USVBA.") The YMCA Physical Directors' Society appointed a committee to study the rules and promote the game. The committee's first chairman was William E. Day, physical director, YMCA, Dayton, Ohio. The first rules were included in a *Handbook of the Athletic League of the YMCAs of North America*, edited in 1897 by Luther Halsey Gulick, the first National YMCA Secretary for Physical Education (1887 to 1902).

Introduced throughout the United States, Canada, and to foreign countries by YMCA physical directors, the sport was introduced to the Far Eastern Games by Elwood S. Brown, when he went to the Philippines in 1910. George J. Fisher, successor to Gulick in the National YMCA Office of Physical Education, and LeBaron R. Briggs, of Harvard, president of the NCAA, worked out a dual relationship to integrate volleyball into the college men's sports program. Thus in 1916 the *Spalding Volleyball Guide and Rule Book* was issued by the joint committee, YMCA and NCAA.

Following WWI, in which volleyball was a popular recreational sport among the troops, other organizations joined the committee. This committee worked with the National Amateur Athletic Federation (NAAF), in behalf of volleyball. The first National YMCA Volleyball Championships were held in Brooklyn, New York, in 1922.

Following World War II, when the game became known worldwide, steps were taken to have volleyball approved as an official Olympic sport.

In 1946, procedures and admission criteria were secured from Avery Brundage, president of the U.S. Olympic Committee and vice president of the International Olympic Congress. However, not until 1964 was volleyball on the program, for men and women, in Tokyo!

In 1984, 89 years after the USA-YMCA game of volleyball was invented and 27 years after approval as an Olympic sport, USA men's and women's teams achieved recognition as Olympic champions—first and second respectively.

USVBA Presidents. George J. Fisher was the first president. He served continuously from 1928 to 1952. Eight leaders have followed with the current being Robert I. Bender.

USVBA Regions. Initially, the country was divided into 12 regions in which volleyball interests were promoted and reported. Over the years the boundaries have been revised to take account of team competition and population trends. Presently there are 29 regions within the 50 states plus seven military designations.

USVBA Headquarters and Staff. Like many organizations that operate completely with volunteers, the "headquarters" follows a principal officer—the president, the secretary or another designated person. This was true of the USVBA for 45 years (40 years closely related to the national office of the YMCA, then with the executive YMCA offices in San Antonio, Texas, New York City, and Schenectady, New York). In 1973, Albert M. Monaco, Jr. became the first executive director and established the headquarters in San Francisco. Soon an associate was selected to direct training. After the U.S. Olympic Training Center was started in Colorado Springs, the USVBA office was among the first dozen national Olympic sports governing bodies to move its headquarters to this stimulating environment (1979).

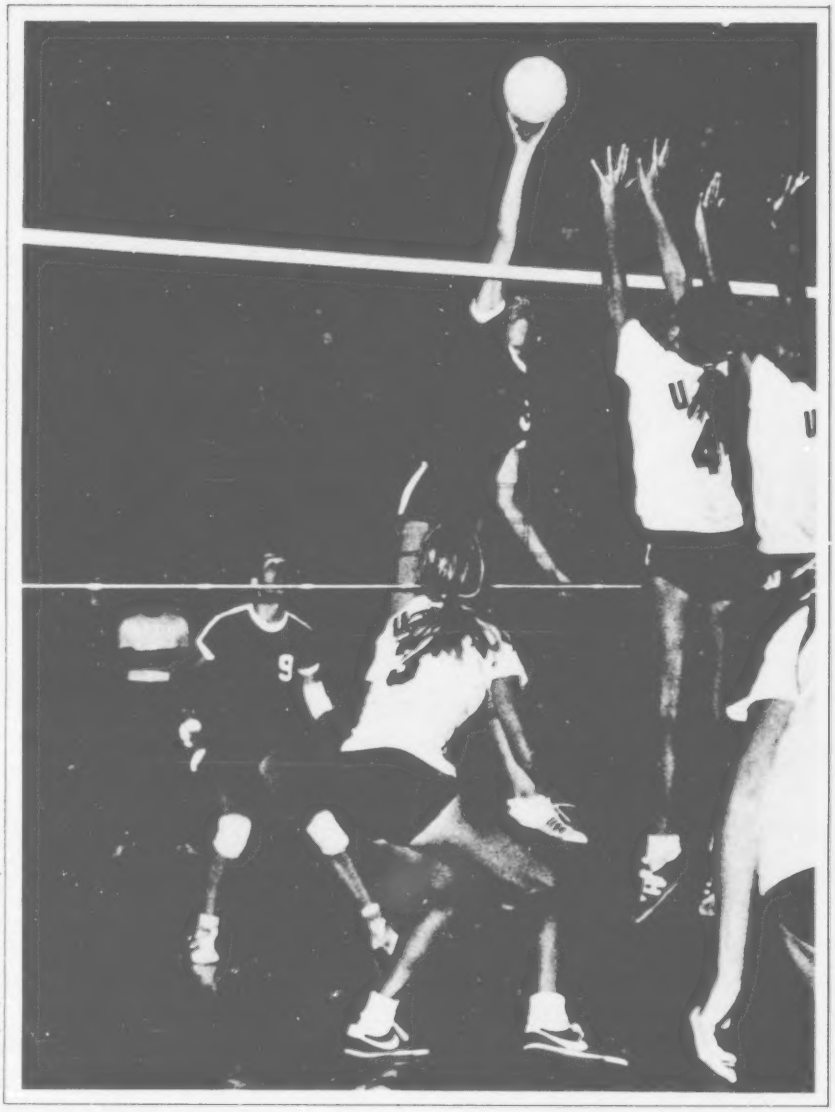
Publications. Much of the history of the game of volleyball, early organization of the joint committee, its work with the Amateur Athletic Federation, the formation of the USVBA (1928) and its progress—nationally and internationally—particularly during the last 25 years, is recorded in the annual guides with official rules. *The 1985 Annual, Official Volleyball Reference Guide of the USVBA* #65, may be obtained from the USVBA national headquarters, Olympic Sports Bldg., 1750 East Boulder St., Colorado

Springs, CO 80909. For a full list of current books, periodicals, teaching guides, films, slides, women's, youth, and men's manuals dealing with modern volleyball, refer to the 1985 USVBA *Reference Guide*. For a 32-year period, 1916-1948, George J. Fisher served as editor of the guide. Since then, a number of dedicated individuals have served as editors of the annual guides. It is likely that the USVBA's archives, history, and records committee will have available, for the 100th anniversary of the invention of volleyball, a careful analysis of the accumulated minutes of board and executive committee meetings showing the growth, development, and contributions of this sport to all ages, both sexes, for enjoyable recreation as well as high level competition.

United States Olympic Committee (USOC)

The increasing skill in presenting and interpreting the Olympic Games as a great spectacle for world appreciation has also provided educational opportunities and international political maneuvering. The nonparticipation of the USA in the Moscow Games of 1980 and four years later the boycott of the Los Angeles Games by most of the Communist bloc brought disappointment and sorrow to many qualified athletes. No appreciable gains were made politically by any country. Perhaps political leaders in ancient times were wiser—wartime truces permitted athletes the opportunity to go forward with Olympic preparation and participation. But the 1980 and 1984 Games *did* go forward; each was a dramatic event. The developments during the 1960 to 1980 period provide several significant guide posts.

For the 20-year period, 1952-1972, Avery Brundage was president of the IOC. Lord Killanin, from Ireland, headed the International Olympic Committee during the next two Olympiads, succeeded by Juan Antonio Samaranch, Spain. Beginning soon after his election Samaranch diligently sought to make firsthand contact with sport leaders throughout the world. During his first quadrennium, 1981-84, he personally visited or had direct contact with more than 100 countries. He will continue this work during 1985-1988. The International (Sports) Federations, the National Olympic Committees, as well as the IOC have benefitted.



Photograph by Leonard B. Stalk up

The USOC development program was initiated in early 1962. A Women's Board was formed, with Sara Staff Jernigan, Chair. Three regional institutes trained teachers for all 50 states, in selected sports. First held (1963) at the University of Oklahoma, a follow-up after two years showed 25,350 teachers were trained in 234 state institutes. Similar results came from Michigan State and Salt Lake City institutes. These programs helped provide facts and encouragement for the May 18-26, 1966 National Conference on Olympic Development, held at AAHPERD national headquarters.

Merritt Stiles, vice president of the USOC, was chair of the Development Committee and the National Conference Committee. The conference was attended by many of the USOC sports representatives. Twenty-five papers were presented. Recommendations developed at that time laid the foundation for later criteria in distribution of development funds and sources of funding. During this conference, Robert J. Kane presented his plan for USOC National Sports Festivals during non-Olympic years, sports training camps, and coaches' clinics. Throughout the conference speakers emphasized the importance of planning cooperatively for expan-

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The Archives Arrive: 1960-1985

Ruth Schellberg

The AAHPERD Archives were founded in 1960 when Mabel Lee who, with AAHPERD Historian Bruce Bennett, had been writing the organization's history for its 75th anniversary and had found no records for the first forty years (1885-1925). After requesting the employment of an archivist, Mabel Lee was appointed "volunteer" archivist by President Minnie L. Lynn.

Working with Bruce Bennett, they established a depository at Ohio State University. Under Mabel Lee's leadership AAHPERD became a member of the Society of American Archivists (SAA). AAHPER was the first professional organization to seek membership with SAA (AMA was the second).

Significant accomplishments mark Mabel Lee's years as Archivist (1960-69).

- Inventory of the AAHPERD archival possessions as of 1960—the 75th anniversary year
- A search for the lost records of 1885-1933
- A search for old records other than official ones
- An inventory of archival collections of our profession held in other archives. (Most of these are in college and university collections.)
- An understanding with the board of directors as to the nature of the AAHPERD Archives, the function of the Alliance archivist, and the code of procedure
- A project on oral history
- A temporary depository at Ohio State University
- A search for the papers of AAHPERD leaders
- Guidelines for retention of official records, approved by the board of directors
- A campaign to arouse interest within the profession for creation of an archives building
- Represented AAHPERD at the fall conventions of the SAA, acquiring some knowledge of an archivist's responsibilities and becoming acquainted with archivists for every kind of American organization imaginable
- Ever-increasing correspondence with graduate students eager to use the archives collections and with potential historians of the profession.[1]

Another contribution of Mabel Lee, first archivist, was her proposal to the Board of Directors in 1963-64 that "a Centennial Archives Fund be established to be contributed to annually in substantial sums until 1985 so that something most worthwhile can be started in behalf of AAHPERD Archives at the time of the One Hundredth Anniversary Celebration." A Centennial Commission was established effective 23 February 1966 and funds have accumulated from that date.

A Commission on Archives was formed in 1964. Added to Mabel Lee, archivist, and Bruce Bennett, historian, were Celeste Ulrich, D.B., VanDalen, E. C. Davis, and Ruth Schellberg. In 1970 Arthur Esslinger and R. B. Frost were added as consultants and in 1971 Carl Wear was added.

In September 1968 Rebecca R. Weinstein was appointed as the first director of the archives, financed by the National HPER Foundation. Archival holdings were moved from Ohio State University to the National Headquarters in Washington, DC. For nine years (until June 1977) a full-time person was in charge of our archives which were available to researchers. Guidelines developed in the 1960s called for archives in district and state associations. Starting in 1968, district and state presidents-elect attending Annual Conferences had the AAHPERD archives procedures explained to them and were encouraged to appoint state and district archivists. By 1973 all districts and 46 States had designated archivists. As these archivists were identified, they were sent an *Archivist-Historian Kit* that contained

- *Guidelines for Retention of Materials as adopted by board of directors 1967.*
- *Report to the Profession from AAHPER's Historian (Bruce Bennett) and Archivist (Mabel Lee) 1966.*
- *Job Analysis, Guidelines, Forms of Southern District (Ruth White Fink) 1976.*
- *Memorandum to State and District Archivists (Elwood Craig Davis) 1970.*
- *The Archivist Code (U.S. Archives).*

E. C. Davis replaced Mabel Lee as archivist 1 January 1970 and served until the summer of 1972. He stimulated interest in the collection of archival material and helped acquire many important documents including tapes of many leaders in the organization.

In 1974 the Archives Commission was replaced by an Archives Advisory Committee and a History Advisory Committee, standing committees of the Alliance with Ruth Schellberg as Archives Committee chair and Betty Spears as History chair. In 1975 the committees were merged to form the Archives/Historical Advisory Committee with Ruth Schellberg, archivist, chair. Harold L. Ray was appointed historian and vice-chair.

With the organization's decision to relocate to Reston the archivist became a member of the building committee and the Archives/

Historical Advisory Committee principally was concerned from 1974 to 1978 with space planning for the Archives and Record Center. Committee members, Marianna Trekell, R. B. Frost, and Ruth Schellberg met with the Alliance comptroller, Frank Grubb, and Archives director Rebecca Weinstein to enlarge an architectural program. Fred Coder of the National Archives served as consultant.

In June 1977, Rebecca Weinstein resigned. She was not to be replaced until the Archives could be relocated in the new Alliance Headquarters; therefore, Nancy Rosenberg, staff liaison, assumed the responsibility of preserving the materials in the collection. Because of commitments to her regular position, however, she was able to devote only a little time to Archives work. The acceptance of collections and temporary storage was covered by the Archives' Historical Advisory Committee chair. During this times the Alliance was not able to provide research information nor to make records available to scholars.

In anticipation of the move to Reston the archivist, historian, staff liaison, and Marianna Trekell, a member of the 1974 Space Planning Committee, met in November 1978 to recommend space and personnel for the Alliance Archives. As a result of the discussion, Nancy Rosenberg, staff liaison, prepared "Long-Range Plans for AAHPERD Archives" which were approved by the Alliance Executive Committee on 24 June 1979; however, a shortage of funds delayed execution of the recommendations.

Papers of three related organizations were accepted for the Archives: in 1981, the *Academy of Physical Education;* in 1982, the *International Council on Health, Physical Education, and Recreation* and the *International Association of Physical Education and Sport for Girls and Women.*

When headquarters moved to Reston Barbara Kres Beach replaced Nancy Rosenberg as committee liaison and Nancy Rosenberg continued as a consultant.

Guidelines for Retention of Materials for AAHPERD Official Records

Official Archival Records

- Correspondence, reports, records, minutes of meetings, copies of programs, and any other papers or materials of seeming historical significance which originate from the association's official work, and that of any of its component parts. (When there is a doubt as to whether certain materials are of archival value, the questioner shall refer the matter to the archivist for final decision.)
- All publications put out by the association. (An archives is not a library, but at least one copy of each publication should be preserved in the archives.)

Origins of Official Archival Materials

From all officials of the association including the members of the board of directors, division and section heads, chairmen of association committees, commissions, councils and forums, officers of the national foundation, archivist and historian, heads of the various units of headquarters office, and convention managers.

Treatment of Official Archival Materials

- All archival materials described above are the sole property of AAHPER and may not be turned over to any person or persons or to any depository other than the official AAHPER depository even on a temporary basis without the special permission of the AAHPER archivist.
- Each single sheet and the top page of each set of papers bound together should be identified as to subject matter, date, and source by person or group of origin.
- When certain materials are produced in more than one copy, one (the original) is sufficient for the archives.
- When archival materials are photostated or otherwise reproduced and a copy retained by any group or person, the original belongs to the archives.
- These rules cover all materials listed above.

Privileged Materials

Any material which an official determines for any reason should not be made public for a certain length of time may be sealed and labeled as "privileged material" with date of release stated. This date may be from one to twenty-five years.

Adopted by Board of Directors, November 12, 1967

To assist with funding for the archives, Helen Hazelton initiated a Mabel Lee Archives Fund in 1983. In 1983-84 shelving was installed and archival holdings were charted and prioritized for moving from the storage area to the Archives Room. At this time certified Centennial Researchers were admitted. Much remains to be done before the Archives are truly functional and available to scholars.

In late June 1984, Barbara Kres Beach, archives staff liaison, prepared and submitted a proposal to the National Historic Publications and Records Commission (NHPRC) requesting funds to properly staff, develop, and operate the facility. With the approval of the NHPRC grant in October 1984, and funding to employ an archivist, the accessibility and quality of the Alliance Archives will be greatly enhanced. It has taken 25 years, but the Centennial can be celebrated secure in the knowledge that a proud heritage will be properly cared for—the future is promising indeed.

Ruth Schellberg is professor emerita at Mankato State University, Mankato, MN 56001.

Archives
A Survey

Organization	Contact for Historical Data	Address	Location of Materials	Earliest Records and Special Collections
National Associations				
Association for the Advancement of Health Education (AAHE)	Ann Nolte (309) 438-2603	2906 Mockingbird Lane Bloomington, IL 61701		
American Association for Leisure and Recreation (AALR)	George T. Wilson (414) 567-4672	320 E. Pleasant St., #102 Oconomowoc, WI 53066	National Headquarters Archives	
	Barbara Sampson (703) 476-3472	AAHPERD 1900 Association Drive Reston, VA 22091		
Association for Research, Administration, Professional Councils and Societies (ARAPCS)	Ray Ciszek (703) 476-3431	AAHPERD 1900 Association Drive Reston, VA 22091	National Headquarters Archives	Old General Division April, 1949
American School and Community Safety Association (ASCSA)	Daniel Della-Giustina, historian (304) 293-2742	Safety Studies Department School of Physical Education Box 6116 West Virginia University Morgantown, WV 26506-6116	National Headquarters Archives	Late 1950s
National Association for Girls and Women in Sport (NAGWS)	Joan Hult, archivist (301) 454-4615	Department of Physical Education University of Maryland College Park, MD 20740	NAGWS—Reston National Headquarters Association of Intercollegiate Athletics for Women (AIAW)—University of Maryland	NAGWS—1899 AIAW—pre AIAW CIAW to end of 1983 other: Women's division of NAAF 1923-1938
National Association for Sport and Physical Education (NASPE)	Emelia-Louise Kilby, historian (703) 323-2660/2322	Department of Health & PE George Mason University 4400 University Drive Fairfax, VA 22030	National Headquarters Archives	Old Physical Education Division & D.M.A. material—1954
National Dance Association (NDA)	Sandra Gallemore, historian (912) 681-5266	Division of HPER, LB 8073 Georgia Southern College Statesboro, GA 30460	AAHPERD Archives NASPE Media Center University of South Carolina, Columbia	Oral history tapes
	Rose Strasser, archivist emerita			
	Kathleen Kindergarten, oral history emerita	15 E. Jackson Webster Groves, MO 63119	Library of the Performing Arts Lincoln Center 111 Amsterdam New York, NY 10023	

Organization	Contact for Historical Data	Address	Location of Materials	Earliest Records and Special Collections
District Associations				
Central District Association	Ruth Diamond Levinson, archivist (402) 488-9128	4521 Claire Ave., #16 Lincoln, NE 68516	School of HPER Mabel Lee Hall University of Nebraska Lincoln, NE	1933-34 when Central separated from Midwest. Special material in University Nebraska archives and at Nebraska State Historical Society, 15th and R Streets, Lincoln, NE
	Pat Patterson, historian	861 Aldine, St. Paul, MN 55104		
Eastern District Association	Robert E. Kraft, historian/archivist (302) 738-2261	Carpenter Sports Building University of Delaware Newark, DE 19716		Begin in 1921 Complete history of EDA Photographs and programs
	Ron Filippeli, archivist	Penn State University Library University Park, PA 16802	Penn State Library	
Midwest District Association	Alar Lipping, archivist (513) 529-6138	Department of HPER Miami University Oxford, OH 45056	Alumni Library Alumni Hall Miami University	1903 Major: Mabel Lee's history of District. Proceedings of district meeting. Begun by Miss Lee.
Northwest District Association	Hazel C. Peterson, historian/archivist (208) 885-7921	PEB-103 University of Idaho Moscow, ID 83843	Library University of Idaho	1930-1984 Duplicate records are on file at the University of Oregon Library, Eugene, OR
	Stanley Siopard, librarian	Head, Special Collections University Librarian Moscow, ID 83843		
Southern District Association	Frank Pleasants, archivist (919) 962-0017	Department of Physical Education University of North Carolina Chapel Hill, NC 27514	Southern Historical Collection Wilson Library University of North Carolina	1927
Southwest District Association	Eleanor Walsh, archivist/historian (818) 885-3219	P.E. Department California State University Northridge, CA 91330	1934-1957 on microfilm at Reston 1958-present at Walsh residence: 19531 Rinaldi #41 Northridge, CA 91326	1934 on William R. LaPorte 1st President
	Lois Downs, assistant archivist/historian	Department of HPER Utah State University Logan, UT 84322		
STATE ASSOCIATIONS				
Alabama State Association for HPERD	Avalee Willoughby, archivist (205) 870-2717	Chairman, HPER Department Samford University 800 Lakeshore Drive Birmingham, AL 35209	Samford University	1925 through 1984 Jessie F. Williams, Physical Education Materials Center Extensive collection
Arizona Association of AHPERD	Gene Peterson, president (602) 962-4734	1701 W. 6th Street Mesa, AZ 85201	In possession of President	Early 1960s
	Ms. Elma Weiss	Phoenix College, Phoenix, AZ		

Organization	Contact for Historical Data	Address	Location of Materials	Earliest Records and Special Collections
Arkansas Association for HPERD	Ethel Preston Trice, archivist/historian (501) 227-7620 (home) (501) 569-3237 (office)	1014 Autumn Road, Apt. 1 Little Rock, AR 72211	Library, University of Arkansas at Little Rock	Past 5 years
California Association for HPERD	James R. Brien (415) 837-5545	401 S. Hartz, #203 Danville, CA 94526	Same address	1930
Colorado Association for HPERD	Bev Peterson (303) 757-2809	CAHPERD P.O. Box 22482 Denver, CO 80222	Same address	1960s
Connecticut Association for HPERD	Roberta Howells, archivist	Department of Education State of Connecticut Box 2219 Hartford, CT 06145	Special Collections room University of Bridgeport	1930-1940s also: Arnold Collection contact Dr. Helen Spencer 66 1st Ave. Lordship, CT 06497
Delaware Association of HPERD	Janet J. Pholeric, archivist (302) 738-2261	Carpenter Sports Building University of Delaware Newark, DE 19711	Same address	1929-30
District of Columbia Association of HPERD	Frank Bolden, historian	3609 28th Street, NE Washington, DC 20018	Lovejoy School 12 & D Streets, NE Washington, DC 20002	
Florida Association for HPERD	Troy Cleland, archivist (305) 275-2595	College of Education University of Central Florida Orlando, FL 32816	College of Education University Central Florida	Earliest—1885 Association origin in 1919-1924 era
Georgia Association for HPERD	Judy Greer, archivist (404) 786-7051, ext. 250	Oxford College Box 250 Oxford, GA 30267	Oxford College Media room—HPERD Bldg. University of Georgia Athens, GA 30602	
Hawaii Association for HPER	Lloyd Hisaka, newsletter editor	Intramural Sports Office 1337 Lower Campus Road Honolulu, HI 96822	Same address	1959—in *Ka Elele 'Ohana* the professional newsletter
Idaho Association HPERD	Sharon Kay Stoll, journal editor (208) 885-7921	1016 S. Lynn Moscow, ID 83843	In process	
Illinois Association for HPER	Marianna Trekell, archivist/historian (217) 333-2697	Department of Physical Education Freer Gymnasium 906 S. Goodwin Avenue University of Illinois Urbana, IL 61801	University of Illinois	Complete histories of 1931-1964 and 1965-1980
Indiana Association for HPERD	Ramona Holsinger, historian (219) 665-3297	201 Fox Lake Road, Apt. 127 Angola, IN 46703	Indiana State Board of Health Indianapolis, Indiana	1917; Dr. George Oberle research on IAHPERD history
Iowa Association for HPERD	Virginia Lohmiller, archivist (319) 289-5521	R.R. #1 Princeton, IA 52768	Personal files of V. Lohmiller	Journals since 1950 History since 1954
Kansas Association for HPERD	Susan Miller, historian	Department of HPERD Washburn University Topeka, KA 66621	Washburn University	1932-1950 sketchy 1950-present

Organization	Contact for Historical Data	Address	Location of Materials	Earliest Records and Special Collections
Kentucky Association for HPER	Lawrence Fielding, archivist (502) 588-6641	HPER Department Belknap Gymnasium University of Louisville Lousiville, KY 20292	University of Louisville Library Archives	
Louisiana Association for HPERD	Joan Paul, archivist (504) 549-2131	Box 741 S.E. Louisiana University Hammond, LA 70402	Southwest Louisiana University	1940s special research collections (1890s)
Maine Association for HPERD	Paula D. Hodgdon, archivist (207) 780-5431	University of Southern Maine Hill Gymnasium Corham, ME 04038	University of Southern Maine	1948 Biographies, Newsletters, Programs
Maryland Association for HPERD	Robert Melville, necrology and archives (301) 838-8068	403 Cypress Court Bel Air, MD 21046	Same address or Maryland AHPERD Towson Center, Towson State College Towson, MD 21204	
Massachusetts Association for HPERD	Mary Pratt Merrill S. Bergstrom	1428 Quincy Shore Drive Quincy, MA 02169 15 Jay Avenue Northboro, MA 01532	Same address	1948-1967 Newsletter Programs from 1950 Major collections: Springfield College and Boston University
Michigan Association for HPERD	Kenneth Scheffel, archivist (313) 764-3482	Bentley Historical Library University of Michigan 1150 Beal Avenue Ann Arbor, MI 48109	Bentley Historical Library	Inventory of films just completed. Photographs and audio tapes separate 1926; most since 1946
Minnesota Association for HPERD	Patricia Paterson, historian/archivist (612) 645-2078	861 Aldine St. Paul, MN 55102	Paterson files and collection on loan to Eloise Jaeger, University of Minnesota	1892 includes taped interviews
Mississippi Alliance of HPERD	Jo Spearman (601) 329-4750 (office) (601) 327-4963 (home)	Box W Columbus, MS 39701	Mississippi University for Women	1932
Missouri Association of HPERD	Kathleen Kinderfather, executive secretary (314) 962-7629 (home) (314) 533-3366 (office)	15 E. Jackson Road Webster Groves, MO 63119	Thomas Jefferson Library University of Missouri St. Louis, MO	1936
Montana Association for HPERD	Frank Reich, historian	Missoula School District # 215 South 6th St. West Missoula, MT 59801	State: Montana State University Bozeman, Montana 59715 District: Willamette University Salem, OR 97301	1960s
Nebraska Association for HPERD	Ruth Diamond Levinson, archivist (402) 488-9128	4521 Claire Ave., #16 Lincoln, NE 68516	School of HPER Mabel Lee Hall University of Nebraska Lincoln, NE	1932 Other materials University of Nebraska archives and at Nebraska State Historical Society 15th & R Streets Lincoln, NE

Organization	Contact for Historical Data	Address	Location of Materials	Earliest Records and Special Collections
Nevada Association of HPERD	No archives	Nevada HPERD 5800 E. Flamingo Las Vegas, NV 84121		Some state journals
New Hampshire Association for HPERD	Mary Lu Chamberlin (603) 673-8224	Box 177a, RFD 4 Milford, NH 03055	Londonderry High School	Still researching
New Jersey Association of HPERD	Constance M. Trifletti, archivist (201) 342-0607 (home) (201) 488-4100 (office), ext. 297	91 Spring Valley Ave. Hackensack, NJ 07601	Same address	Documents, programs from 1919.
New Mexico Association for HPERD	Bill Glen, historian (505) 622-5026 (office) (505) 622-9892 (home)	3203 Radcliffe Drive Roswell, NM 88201	Military Heights Elementary School 1900 N. Michigan Roswell, NM 88201	1933 1st presidency Presidential files from 1947 to present
New York State Association for HPERD	H. Jean Berger, historian (516) 751-4680 Robert Jackson, executive director, NY State AHPERD	Box L East Setauket NY 11733 51 Fiddlers Lane Latham, NY 12110	Same address	History from 1924 to late 1950s by Dr. Pearl Britton. Reorganization study—mid-1960s, photos, programs
North Carolina	Elizabeth Bookhout, archivist (919) 286-9738	1307 Alabama Ave. Durham, NC 27705	Duke University	From 1921
Ohio Association for HPERD	John Schleppi, historian (513) 229-4225	2068 Ashmore Drive Dayton, OH 45420	Library, University of Dayton OH 45469	Records begin with 1sts President, Fred E. Leonard 1895-1897 Special theme collections Sports Hall of Fame
Oklahoma Association for HPERD	Betty Abercrombie, archivist (405) 624-5497	School of HPELS Oklahoma State University Stillwater, OK 74074	Oklahoma State	From 1st president J. B. Miller, 1927-29
Oregon Alliance for HPERD	Marian Forsythe, historian	Department of Health & P.E. S. Oregon State College Ashland, OR 97520	Same address	1940s; Some on Northwest District at University/Oregon
Pennsylvania State Association for HPERD	Richard L. Dotter, historian (717) 291-6268 Linda S. Huber	George Ross School N. Queen and Ross Streets Lancaster, PA 17603 202 E. Third Avenue Lititz, PA 17543	Penn State University University Park, PA	1930s General materials including leaders' papers
Asociación de Educación Física y Recreación de Puerto Rico	Luis F. Samboln (809) 892-5500	Box 1388 San Germán Puerto Rico 00753		
Rhode Island Association for HPERD	Dorothy R. Brightman, historian/archivist (401) 781-9210	17 N. Country Club Drive Warwick, RI 02888	Same address	Approximate 1925 founding year History of HPER in Rhode Island 1800-1945. Diverse historical information

Organization	Contact for Historical Data	Address	Location of Materials	Earliest Records and Special Collections
South Carolina Association for HPERD	Mary R. Griffin	Dept. of HPER Winthrop College Rock Hill, SC 29733	Winthrop College Rock Hill, SC	
South Dakota Association for HPERD	Carol Carney, archivist 1984-85	Box 252 Hayti, SD 57241	With archivist	1980
Tennessee Association for HPERD	Ralph B. Ballou, archivist (615) 898-2116	Box 406 Middle Tennessee State University Murfreesboro, TN 37132	Middle Tennessee State University and David Lipscomb College	About 1955
Texas Association for HPERD	Lynn W. McGraw, executive secretary (512) 471-3493	Anna Hiss Gymnasium 101-102 The University of Texas at Austin 2500 Wichita Austin, TX 78712	Same address	1923; copies of state publication from 1930
Utah Association of HPERD		Can contact: Lois Downs 1430 Canyon Road Logan, VT 84321 (Southwest district)		
Vermont Association for HPERD	John Stetzel (802) 254-8189 (home) (802) 257-4240 (office)	Rt. 3, Box 101 Brattleboro, VT 05301	With president	1963
Virginia Association for HPERD	Marilyn Crawford, archivist (703) 433-6145	Department of Physical & Health Education James Madison University Harrisonburg, VA 22807	James Madison University	1936 Fire destroyed most records from 1936-1945
Virgin Islands for HPERD	Sue Tye	Drivers Education Department of Education St. Thomas, VI 00801	Drivers Education Office St. Thomas	1968-69
Washington Alliance for HPERD	Deborah Tannehill, archivist	Department of HPERA Eastern Washington University Cheney, WA 99004	Spokane, WA	Unknown
West Virginia Association of HPER	C. Robert Barnett, historian (304) 696-6490	Department of HPER Marshall University Huntington, WV 25701	Library, Marshall University	1935; through inventory available
Wisconsin Association for HPER	Ida A. Hinz, archivist/historian (715) 832-2268	656 Indian Hills Road Eau Claire, WI 54703	With archivist and with executive secretary, Karen Cowan, University Wisconsin Extension 727 Lowell Hall 610 Langdon St. Madison, WI 53703	1948
Wyoming Alliance for HPERD	Bertel Budd, archivist (307) 632-8256	3213 Basin Street Cheyenne, WY 82009	Same address	December 21, 1934 Also memorabilia at the University of Wyoming

AAHPERD From the Beginning

George Anderson

In 1885 Dr. William G. Anderson invited a small group of professionals to meet with him to discuss mutual interests and concerns related to physical training. Little did he know he was planting the seeds that would continue to grow and to flourish in the next century into an organization of multi-disciplinary concerns embracing members in every state and territory of this country and reaching thousands of professionals in countries all over the world. The steady growth in diversity of interests, depth of service and intensity of influence is a direct result of increasing numbers of dedicated professional leaders, each making his or her contribution to the Alliance.

The purposes of the embryo association, resulting from this meeting, were simply stated: to disseminate knowledge, to improve methods, and to bring those interested in the subject into close relationship with each other. These goals are still valid for the Alliance, although they have been reworded and expanded over the years and today are stated in the Articles of Incorporation, Article III, Section 2.

Over the last century the Alliance structure has evolved to serve the growing and expanding nature of the profession as the knowledge of human growth and development have grown. From the early concept of Physical Culture/Physical Training has evolved several separate, yet interrelated, disciplines, some with highly specialized segments that can only be served by an organization of varied structures with programs and activities geared to the interests and concerns of individuals. So the Alliance structures have grown, sometimes leading and sometimes following the expanding specializations, but always seeking to serve new needs and interests as they develop.

At one time the profession of physical education was considered to encompass everything related to the physical well-being of people. It was concerned with physical activity, exercise, dance, sports, athletics, health education, health service, health environment, recreation, outdoor education, and safety. The early professionals were prepared to serve in any or all areas. As knowledge and programs grew, however, a person could not be qualified in all areas. The progression into separate but related disciplines was necessary and desirable. Today these separate disciplines exist in close harmony, yet in some cases in separate departments in universities. The growth in knowledge and service as experienced in the last three decades in health education, dance and recreation could not have been accomplished without trained professional leadership and an identity separate from physical education.

The present Alliance structure has been influenced by the two great World Wars that have taken place in the last hundred years. World War I draft statistics identified the poor physical fitness of American youth and resulted in encouraging state legislation requiring physical education in public schools. This legislation still exists in many states and is the basis for existing programs and the hiring of teachers. World War II again stressed physical fitness and brought the G.I. Bill of Rights which encouraged many veterans to attend college and increased the enrollment in physical education programs. The G.I. Bill also provided opportunity for graduate education for many, resulted in the growth of graduate schools, increased research activity, and stimulated specialization. Today almost every professional with an advanced degree has specialized.

In 1937 the American Physical Education Association (APEA) accepted an invitation from the National Education Association (NEA) to merge with its School Health and Physical Education Department to become an NEA Department with three divisions: health education, physical education, and recreation. The merger resulted in a new association name, the American Association for Health and Physical Education. The term "Recreation" was added to the title in 1938. The merger also provided the opportunity for more and better service to health education and recreation and did not affect the autonomous status of AAHPER. The years in NEA were ideal for an association embarking on its first adventure with a paid staff. The NEA provided free office space; office equipment; accounting, personnel, press, radio, legal, and legislative services; storage; meeting rooms; and many other benefits. In return AAHPER provided NEA with professional programs and leadership in its educational areas. The free service from NEA provided an opportunity for AAHPER to use its limited finances to grow and expand, and the prestige of being a part of the highly respected NEA enhanced all efforts to secure outside funding for special projects. The NEA benefits lasted for thirty years.

In the mid 1960s, the NEA was feeling a great challenge from the growing American Federation of Teachers, the teachers' union. Teachers were becoming more active and concerned about salary and benefits, the primary goal of the union, and NEA felt they too must

be more active in the welfare movement. The challenge made NEA look more closely at the thirty departments they supported because most departments had their own members, most of whom were not also NEA members.

In 1968 at their Dallas Convention, NEA changed their bylaws regarding their departments: to remain a department, all its members had to join NEA; one alternative was to become an affiliated organization, still identified with NEA and paying a small fee for rent and services; another choice was to become an autonomous associated organization paying the full cost of all services rendered by NEA. At the 1969 National Convention in Boston, AAHPER chose to become an affiliated organization. This status continued until September 1, 1975 when another NEA bylaws change discontinued this affiliated relationship and AAHPER became completely disassociated from NEA. The association continued to rent space in the NEA building and to pay for all services used until June 7, 1980 when AAHPERD moved to its new headquarters building in Reston.

During the 1960s and 1970s, the Association was growing and prosperous. Membership was increasing and project money was available. At times the membership exceeded 50,000 and the total budget was over $5,000,000. During this period staff and services increased; full-time consultants were added for Elementary Programs, Research, Student Services, School Nursing, AIAW, and Special Projects, as well as temporary project staffs for Outdoor Education, Lifetime Sports, Smoking and Health, Drug Education, Career Education, Handicapped Programs, Aging Project, and Man's Environment Project.

A major change in the governance structure of AAHPER came about in the early 1970s when the Executive Committee of the Board of Directors was established. Prior to this time official business could only be conducted during the two meetings of the Board and the one meeting of the Representative Assembly each year. While provision for mail votes was provided in the bylaws, this was not a satisfactory way to conduct important business. The Executive Committee which meets four to eight times a year includes the three presidents and the chief executive staff officer and carries on Alliance business between Board meetings.

The Board of Directors and Representative Assembly of AAHPER approved a major change in the Association structure at the 1974 National Convention in Anaheim when they approved a reorganization plan and created the American Alliance for Health, Physical Education and Recreation. Dance was added to the name in 1979. The reorganization study had been underway for several years and it was evident the growing discipline structures were seeking more recognition within the organization and more autonomy for program efforts. The establishment of discipline associations within the Alliance to replace the divisions of the former Association, with elected presidents instead of chairpersons, provided prestige to these structures with the hope of increasing membership. The governance structures of the Executive Committee, Board of Governors, and Alliance Assembly remained unchanged, but most program concerns of these newly formed associations shifted from the Alliance to the associations' board of directors. Basic membership remained an Alliance function as did

Adelphi Academy
Brooklyn N.Y. Nov. 19th 85

Dear Sir

At the meeting of persons interested in Physical Training to be held at the Academy on this 6 to 8 Nov. 29th,
the following Gentlemen and among others, will be present.
Dr Edward Hitchcock Amherst & Dr Dio Lewis N.Y.
Prof. R. C. Burnham Brooklyn Dr. A. Sargent Cambridge
Dr H. Seaver Yale, Dr Edward Hitchcock Jr. Cornell
Dr Chas McBurney & Dr Wesley Seaver Lafayette
Dr James Leonard & Dr W.A. Ford Hartford Connecticut
Dr C. Putnam Vassar Dr C. Todd Bryn Mawr Pa.
West Point & Carlisle Pa. Staten Island, N.C. Clarkson
Garden City L.I. &c. The Gentlemen of the Press
Prof. E.L. Love N.Y. Dr Barus Y.M.C.A. Phila. Pa. Prof.
Y.M.C.A. Boston & Howard University of Boston.
On this occasion Lectures will be had relative to
these subjects: Methods of teaching, Systems &
Measurements, Necessity of organization. After which
informal discussions will follow. Morning Session
to o'clock, afternoon Session 1 o'clock
Gen Blanchard of the N.Y. Bar & Author of How to get Strong
will speak on the occasion.
To reach the Adelphi Academy, Cross Fulton Ferry
or Bridge, take the Elevated Road & get off at
DeKalb Ave, & go one block to the Left
The Principals of a number of Institutions have
not yet let us know they will be present besides
prominent Physicians of New-York & Brooklyn
Leading News papers will be represented.

Yours truly
H. S. Anderson
Instructor Physical Training

This notice was written by
Henry S. Anderson
Nov. 16- 1885

the main budget and financial control of all structures. The reorganization did not affect the various district or state associations, except as each individual structure chose to make changes of their own.

Today the staff at the headquarters in Reston is smaller than during the funded project years, but over the years they have maintained the service to Alliance members and the dedication to the Alliance and its goals.

The Alliance in 1985

The American Alliance for Health, Physical Education, Recreation and Dance is incorporated under the laws of the District of Columbia and registered under Section 501 (c) 3 of the Federal Tax law as a non-profit, tax-exempt educational organization. The Alliance's scope is national, having a current individual membership of 26,217 including many that reside outside the United States. The international efforts of the Alliance are primarily through membership in and financial support for the International Council for Health and Physical Education and Recreation (ICHPER), membership in the U.S. Olympic Committee and the Federation Internationale du Sport Universitaire (FISU).

Structure

The Alliance is comprised of six district associations, each with its own officers, governance, budget and programs. The district structures are similar to the Alliance, but vary in accordance to the interests and needs of the district members. Membership in the Alliance includes membership in the district association that serves the member's state. Each state and U.S. territory has an association affiliated with, but not an integral part of, the Alliance. Membership in a state association requires a separate membership fee.

The Alliance has seven discipline associations: American Association for Leisure and Recreation; American School and Community Safety Association; Association for the Advancement of Health Education; Association for Research, Administration, Professional Councils, and Societies; National Association for Girls and Women in Sport; National Association for Sport and Physical Education; and National Dance Association. Each association has its own programs, elected officers, board of directors, staff, and budget provided by the Alliance. Membership in the Alliance includes membership in one or more of its discipline associations.

Governance

The control of the Alliance lies with the Board of Governors, comprised of the president, president-elect, past-president, an elected representative of each district, and one representative from each Alliance association—each person has one vote. Appointed by the President, the executive vice-president, the President of the Research Consortium and a parliamentarian are non-voting members. The Executive Committee, the three presidents (voting members) and the executive vice-president (non-voting) carry on the work of the Alliance between board meetings. The Alliance Representative Assembly of approximately 325 members includes representatives of the state associations, the district associations, the Alliance associations, and the Alliance officers. The Alliance Assembly approves all bylaw changes, elects Alliance officers, deals with Alliance resolutions, reviews the budget, and may veto board action by a two-thirds vote. The executive vice-president is responsible for the administration of the Alliance policies, budget and programs and the headquarters staff to implement Alliance work.

Finances

The American Alliance's financial status improved considerably this year; a realistic budget and careful monitoring of expenses helped us finish fiscal 1984 $309,340 in the black. In 1984, actual income exceeded budgeted income for the first time since 1978. The problems that haunted us in the early 1980s are now manageable. In 1984 the bad debt expense of 1983 ($72,261) was reduced to $28,903. Obsolete inventory expense has been reduced from $102,171 in 1983 to $42,111 in 1984. We continue to make hard decisions to reduce expenses further in 1985 and 1986.

At the Center

Internally, the Board of Governors has approved an Editorial Advisory Board for the *Journal of Physical Education, Recreation and Dance*. The board, under the leadership of Diana Dunn, has made excellent progress in a very short time and our members can look forward to continuing significant improvement and change in the future. Readers continue to be impressed with our professional periodicals—The *JOURNAL, Health Education, Research Quarterly for Exercise and Sport*, and *Update*.

The Alliance's internal operations have improved with the acquisition of several IBM PC's that will double as word processors for the associations and administrative support units. The new technology will help us communicate with our members and external organizations.

The Alliance recently received a grant from the National Historic Publications and Research Commission of the General Services Administration and looks forward to retaining a full-time archivist to bring order and accessibility to our valuable archives.

Programs

From a program perspective, the future holds great promise for our associations. The officers, leaders and staff worked hard, in 1984, to initiate projects that will have a direct impact on both professionals and the professions. Of particular note is the NASPE project to create public awareness of the importance of school physical education programs with physical fitness as a high priority. With national corporate sponsors, this project could have a major impact on physical

Continued on page 130

Division of Recreation

Harold K. Jack

Recreation has made real progress in the past decade. It is an important aspect of American life, accepted as fundamental to modern living. Any community considers recreation and its support an everyday necessity. Programs of community improvement include recreation as one of the target areas. People are concerned about their own personal recreation and recognize its value for all. Provision has been made for it in public, private, and family budgets. And finally, today we better understand as a nation the breadth, scope, and potential that recreation holds for us.

In the future, we can expect greater understanding of recreation by all. We shall confidently expect more and more financial support. We should anticipate improved and expanded facilities, more adequate leadership, and accelerated and more complete programs of leadership training. Public understanding of recreation will be enhanced, and new developments and concepts will emerge which will further broaden the program, involve more people, and make recreation more a necessity for balanced and effective living. The role of the family as a unit in recreation will receive more emphasis. The possibilities for personal satisfactions will be considerably enhanced. The evolving recreation programs will truly make possible an effective creativeness in the leisure time pursuits of our people.

More and more in the days ahead, we will think of recreation in terms of plus values. In the next few years we will cease hearing of it as a preventative for this or for that. Rather, the plus features of recreation will be so thoroughly understood that no community will feel that it can afford to be without a basic program of services which will help all to use leisure time in a wise, constructive, creative, and useful way.

Today there is a desire to travel and to get into the out-of-doors. Improved roads, better cars, longer vacations, and greater economic resources enable people to visit and make greater use of parks, beaches, and established vacation areas and to stop by our national shrines and points of interest. The emphasis on the outdoors, family camping, hunting, fishing, and outdoor participant sports of all types will continue to expand and become an expected form of recreational outlet for most families. These new recreational outlets will form the base for a multitude of different interests and activities which will serve the family in a two-fold manner—meeting recreational needs and helping crystallize the family as the basic unit in society. Perhaps in the years ahead recreation may be looked upon as the principal therapeutic agent to use in strengthening family ties and the role of the family. A tremendous challenge awaits the field.

Commercial recreation opportunities will continue to develop. Many of the commercial enterprises in the field of recreation contribute greatly to the recreational pattern of the community. These may well become powerful forces for the enhancement of recreation by broadening the base, by providing certain types of facilities not easily provided by tax funds or by small groups, and by creating interests in more diverse activities. Properly-conducted commercial recreation facilities will be encouraged and will be coordinated by community effort in order to serve all.

In the years ahead, recreation will truly become an integral part of life for all. It will no longer be considered as basically a program for children or young people. Facilities, programs, leadership, and various opportunities will exist for all ages. Formal, informal, and spontaneous opportunities will exist for the very young child, the individual of school age, the young adult, the middle aged, the older adult, and those who are in the retired age bracket.

Educational programs which will help people to identify ways to spend leisure time in a purposeful, satisfying, and creative manner will become common. Adult education programs will more often be thought of in terms of recreation potentials. Continuation education courses, postgraduate courses, or extension courses offered by colleges will provide an impact for recreation and a better understanding of it.

The public schools will more and more think of preparation for leisure and the great potential for leisure which exists in all of the disciplines. Each subject area has great untapped potentials for recreation. A recognition of possibilities and a few guidelines and suggestions for using interests, knowledge, or skill are all that are necessary. An expansion of this concept will enrich our cultural heritage and life of the future.

In considering the recreation of the future, the school will play an important role in servicing the community. In many communities, the schools will cooperate with municipal departments in numerous ways by providing specialized services, certain facilities, or leadership. In some situations, recreation projects may be operated on a joint basis. Other localities may require that certain agencies develop designated or specialized features of the program, even though one central department may operate most of the program for the community. Coordinat-

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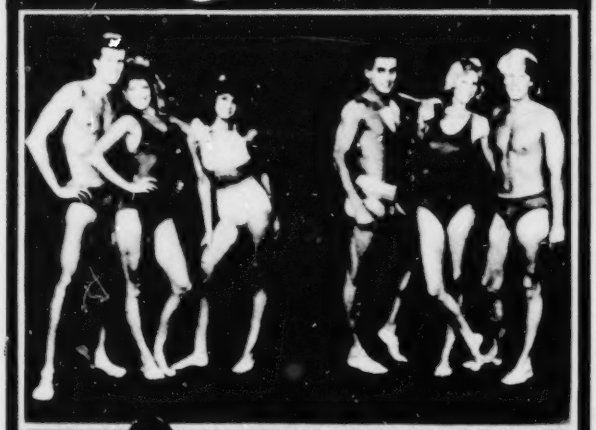

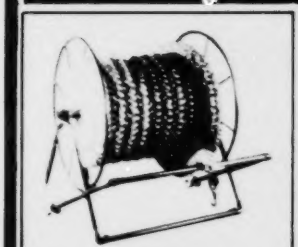

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ing or advisory councils of all operating groups will become more common. Inter-agency committees dedicated to cooperative action and teamwork by all groups interested in meeting the needs of the future will make more complete programs available and will demonstrate the importance of teamwork in solving the needs of the community. More and more it will be recognized that the breadth and scope of recreation are such that many approaches, many groups, and many forms of recreation are essential to meet the needs of a complex society.

Within a given community, the forces for better recreation must approach the planning of total services as scientifically as possible by continuous research, periodic appraisal, and subsequent planning. Specific roles of given recreation services must be defined and redefined. A strong coordinated effort by all recreation services will be required and expected by the people. Churches, industry, private agencies, nonpublic agencies of all types, and others will expand or develop recreation as a basic service on an individualized approach as well as by coordinated action.

Because of the popularity of recreation in the years ahead, we may expect to see a vast expansion in smaller and rural communities. Recreation will be established as a need in the small community as well as in the city. In all types of communities, the school-community recreation concept will grow and develop. The expansion of school-connected recreation programs will meet a need. Leadership, facilities, equipment, and key location of resources make this a natural outgrowth of coordinated and wise planning. Coordination of effort and dual use of resources will mean more economical use and, in turn, will give the taxpayer more for his dollar. The park-school concept, whether developed as a basic school operation or joint school and community operation, will be a feature of wise planning for the future.

The future demands that recreation become even more professional. Research is indicated as a real need. It may be anticipated that in the years ahead, the demand for and interest in research in all phases of recreation will result in some significant work. As a result, new directions, new techniques, and improved understandings will develop. The why and how, as well as the underlying forces which make for good recreation and positive contributions to effective living, will be better understood. The resultant knowledge and its application will provide a multitude of new concepts and directions.

The years ahead are years of opportunity. They may become the golden years of the first 100 years of the recreation movement. The profession has great responsibilities and opportunities. It will be an interesting period professionally because of growth, greater professional recognition, and the universal acceptance that recreation is inherent in all phases of community, family, and individual living.

Photograph courtesy of Scholastic Photography

Recreation
1960-1985

Patricia K. Fehl
George T. Wilson

In the past twenty-five years public demand for facilities, leadership, equipment, and programs in parks and recreation exploded. The National Outdoor Recreation Resources Review Commission Report, the Land and Water Conservation Fund and other federal/state leisure related funding helped provide the impetus. As a result, land was acquired, buildings were erected, and the number of programs increased. The rapid expansion of facilities and programs was coupled with a demand for expertise to administer lands and facilities and to provide program leadership.

With the recognition that there was a promising future in leisure careers colleges and universities rapidly developed curriculums. The demand required colleges, universities, and junior colleges to offer expanded course work to prepare practitioners and academicians.

The Recreation Division of the American Association for Health, Physical Education and Recreation (AAHPER) from 1960 to 1973 had goals and objectives similar to those now espoused by the American Association for Leisure and Recreation AALR, created in 1973 as a result of the AAHPER reorganization. Generally, these purposes were to

- improve leisure and recreational services for citizens
- create opportunities for professional growth and development
- maintain liaison with organizations having allied interests
- sponsor relevant programs, institutes and conferences to disseminate publications and to facilitate research
- nurture a conceptualization of a philosophy of leisure through curriculum development and professional preparation

The Recreation Division had five commissions: (1) Education for Leisure, (2) Planning and Development, (3) Professional Preparation, (4) Recreation Services, and (5) Research and Evaluation. Commission members represented wide geographical areas. Each commission chair served on the Division Council with recreation representatives of each of six AAHPER Districts. The chief officer, the division chair, also served as a Vice-president of AAHPER and was elected by the AAHPER Representative Assembly until 1973.

After 1973, the AALR president was elected by a mail ballot of AALR members rather than the Representative Assembly which made AALR and its board more accountable to its membership. Commissions were replaced by standing committees: professional growth; public relations; and research, planning and services with elected chairs. The chairs, plus the district representatives, the three presidents, the managing editor of *Leisure Today*, and a student member comprise the AALR board of directors. The AALR constitution provides opportunities for special interest substructures and liaison members to be established. The Interdisciplinary Committee on Play, a substructure, supplied a broader base of participation within the leisure interest area.

A study of the membership, completed in 1975, disclosed that most AALR members were education oriented. From the early sixties, the total membership has varied from 5,000 to 9,000 members. Shortly following reorganization, the AALR had the second largest gain in memberships of any Alliance substructure. Budget allocations have closely paralleled the financial picture of the Alliance.

Prior to reorganization, the Recreation Division concentrated efforts on publication, slide kits, convention programming, a thrice-yearly newsletter and national conferences. Between 1965 and 1973, conferences on such themes as recreational research, recreation for the

mentally ill, planning and financing, campus recreation, research on the handicapped, and leisure and the quality of life, attracted large followings. Monographs, books, and periodical publications often were produced from such specialized conferences. Throughout its history, AALR has been known for creative and innovative ideas; in 1965 a proposal related to programs for the handicapped was submitted to the Kennedy Foundation. From it, by 1968, a project on recreation and fitness for the mentally retarded was developed. Similar developments took place in leisure counseling and community education. In 1968, AALR developed a Leisure Park for the Houston convention. Using shrubbery, flowers and other aspects of horticulture a beautifully landscaped area was provided in cooperation with local park/recreation agencies to bring a park-like indoor atmosphere to convention delegates. The park included a large open space with chairs for regular convention sessions and two areas, screened by greenery, for small groups to gather or sit down to relax and enjoy refreshments in a pleasant atmosphere. The leisure park has become a tradition for most Alliance conventions. Another AALR innovation began at the Anaheim Convention in 1969—the first Sing-in was held so all delegates could join voices in song.

The association has also recently introduced a national award system, the J. B. Nash Lecture program, a system of awarding Continuing Education Unit Credits for professional educational experiences, programs for retirees and leisure counseling.

One major AALR effort has been the development and acceptance of accreditation of college/university curricula in recreation and parks. In the early sixties, the Federation of National Organizations for Recreation, of which AAHPER was a member, began to obtain accreditation separate from that of education in general. After 1973 the AALR agreed to withdraw its support of recreation accreditation as a part of the overall National Council for the Accreditation of Teacher Education (NCATE) teacher accreditation. Working with the National Recreation and Park Association (NRPA) over several years, the AALR cosponsored a joint Accreditation Council. Collegiate curricula were approved by 1978. By 1984, forty-two colleges and universities met the council's standards, and in 1984, the accreditation program sought recognition and approval by the National Council on Post Secondary Accreditation.

The creation of the JOPER bi-annual insert *Leisure Today* set a precedent followed by other Alliance associations. *Leisure Today* was designed to concentrate on single themes of contemporary leisure interest. By using a managing editor, a guest editor and a supporting editorial board, the topics and authors of the specific articles features outstanding ability and talents. The editorial board selects the theme and topics and reviews articles. Printing extra copies of the insert permits additional bulk sales to other interested readers. Because the AALR budget is primarily based on the number of AALR members in the Alliance membership and the profit from publications, *Leisure Today* income is vital to support program needs. In addition, selected articles published over several years are collated in a publication, *Leisure Today: Selected Readings*, which preserves the contributions and makes a more permanent and salable repository for them. In addition to *Leisure Today*, AALR maintains a continuing number of publications such as *Leisure and the Quality of Life*, *Swimnastics is Fun*, a *Vocational Counseling Kit*, and a *Directory of Curricula in Parks and Recreation*.

The officers of AALR have tried with good success, to maintain a close liaison with allied professional associations. Since its inception in 1967, the Society of Park and Recreation Educators (SPRE) of the NRPA has maintained an almost continuous liaison with AALR. A good example of cooperation with related associations took place from 1974 to 1979. Super Seminar '74 convened at Flint, Michigan and involved the NRPA, AALR, and the National Community School Education Association (NCSEA). Funded for much of its work by the Charles Stewart Mott Foundation, a Joint National Liaison Steering Committee was formed with three representatives from each association. The project's purpose was to create cooperation, coordination, and communication among the members of the associations. Over several years this committee met and discussed mutual interests; made convention presentations; exhibited at each others association's conventions; developed several publications *(The Ultimate — To Serve);* and published four special editions of joint association newsletters. Similar joint committees were organized at the state level and several states experimented with joint association conventions. From this effort and from the close relationship developed with NRPA over the years, a plan calling for collegial status was accepted by NRPA, NCSEA and AAHPERD in 1976. Members of the three organizations may now attend the convention of any other association by payment of member registration fees.

As this association looks to the future it will continue to support a cardinal principle of education—"Worthy Use of Leisure." Members and officers need to become involved in education for leisure living because life patterns will change Americans from 1985–2000. Demographic changes require greater emphasis on programs and services for preschoolers, the aged, the handicapped and other special populations. AALR will continue to involve outstanding recreation professionals as it takes a new initiative in designing goals for American recreation and in executing strategies to reach its objectives. AALR will promote and implement new programs designed to help Americans learn to deal more effectively and productively with their leisure.

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George T. Wilson was president of AALR and lives at 320 E. Pleasant St. #102, Oconomowoc, WI 53066.

Division of Safety and Driver Education

A. E. Florio

Anyone can be a grandstand quarterback and state what should have been done, but when one attempts to peer into the future, one may be called anything from an "egghead" to a "crackpot." Nevertheless, those of us who have been in the profession of teaching physical education, health, recreation, and safety and coaching sports must look back at our previous record in accident prevention to observe what has happened in the past and then determine where to go in the future.

About two out of five school-age accidents occur in organized athletics, principally in football and basketball. We cannot find that any appreciable gain has been made when we compare the accident facts in sports and physical education for the last two decades with what has been accomplished by medical science, industry, and traffic safety programs. For example, in the last 20 years, medical science has brought about the greatest reduction in history in nonaccident death rates of young people 5 to 14 and 15 to 24 years of age. In contrast, during the same period, accident death rates showed less striking results. Good progress was made in the 5 to 14 year age group, which showed a 34 percent decline in accidents since World War II, but rates for the 15 to 24 year age group fluctuated around 60 per 100,000. In this latter group, the death rate from accidents is currently higher than the death rate from all other causes combined.

Although all school-age accidents are not a result of participation in sports, physical education, and recreational activities, these activities are responsible for almost half of school-age accidents at the present time. If this is a current problem, what shall we face in the future? How many children will we have in our classes in the next 10, 15, or 20 years? It has been estimated that our population will reach 220 million by 1970. Will our athletic fields, gymnasiums, and recreational facilities be adequate? From past experience we have found that our physical facilities have always lagged behind our needs, and we're sorry to predict that the same will probably be true in the future. What does all this mean? It means that our classes will be twice the size they are now which will make for increasingly hazardous conditions. It also means that more and more effort must be made to combat the accident problem.

In the past, we have assumed that a certain number of accidents were inherent in the nature of physical activities. This is still true, but the problems will be greatly increased as physical education classes, athletic squads, and recreational groups expand to greater proportions. Intramural programs at the high school and college level will continue their fantastic growth in both participation and diversification. This growth and expansion will intensify the need not only for more facilities but also for more adequate facilities and better qualified and certified personnel for the safe conduct of such programs.

By 1970 about 40 percent of the population in the United States will be participating in some phase of aquatic sports activity, with at least 30 percent engaged in pleasure boating. By 1970 more than one million swimming pools will be in operation. One does not have to gaze into the crystal ball to realize what this means. There will be an increase in drownings and accidents; there will be a greater demand for more and better aquatic training programs. The same problem will exist in other areas, such as camping, fishing, and hunting, to name only a few. Will we be ready to offer professional leadership so participation in these and other activities will be safe and enjoyable?

Although many teachers of health and physical education have always maintained an interest in accident prevention, our responsibilities shall increase in all areas of safety. The new AAHPER Division of Safety and Driver Education includes sections concerned with safety in the school environment, recreational safety, home and community safety, driver and traffic safety, and safety in physical education and athletics. Our Association has always been concerned with general safety education. Traditionally, school and college administrators have looked to health and physical education personnel for leadership and supervision in all aspects of safety. A recent study by the NEA research division reported that three-fourths of all safety education as it permeates the school curriculum is supervised in most major cities and states by departments of health, physical education, and recreation. A major portion of those teaching safety and driver education in the schools and colleges are already active members of AAHPER. With the status we now have in the association structure, we must accept the challenge that is afforded us by more effective leadership.

Driver education in many schools is now a direct responsibility and a definite part of the department of health and physical education. One reason we have been given this responsibility is that our profession has always been active in preparing teachers for driver education. Although not directly concerned with physical education, driver education does have an effect on the health and well-being of our youth;

to this end we are greatly concerned and rightly so, because today's traffic situation is one of society's greatest problems.

What specifically is this challenge? Let us look at the future—over 110 million drivers in the 1960's! over 27 million new drivers by 1970! Our present vehicle-miles of travel will be doubled, and even according to the most optimistic appraisals, highway improvements will not keep up with the needs of growing traffic. Approximately one-fifth of the drivers will be youth whom we must teach to be responsible, courteous drivers.

One of the most important factors in preventing traffic accidents is a proper attitude, something that is developed over a long period of time in connection with all the courses in the school. To do the job calls for more and better qualified teachers, in turn, a responsibility of colleges and universities and state departments of education. Present offerings at the undergraduate and graduate levels will expand to meet the needs for this segment of education. More and more the physical education and health education major will choose safety and driver education as a second teaching subject because of increased job opportunities. Today there are more than 12,000 high schools, approximately 63 percent of the public schools, offering driver education courses. Each year this figure increases, creating a demand for well-qualified teachers. Regardless of who may be basically responsible for the several aspects of driver education in the schools, the people in health education and physical education have a definite role to play in this area of safety education.

Driver education is, of course, only one part of a large, comprehensive program of safety education which includes areas such as home safety, fire safety, pedestrian safety, bicycle safety, farm safety, and many other areas. It should be the goal of the new division of AAHPER to stimulate action toward, not only the fulfillment of these needs, but also improvement in quality by developing higher standards in all areas of safety education.

In the future there will be greater demands for supervisors of safety and driver education. This responsibility may also be added to those of present supervisors of health and physical education. Will we be ready to accept these new obligations? Again it is the goal of the Division of Safety and Driver Education to offer guidance and leadership here.

Gazing further into the crystal ball one notices increased action in courts of law concerning liability suits against schools and school districts because of accidents occurring in sports and physical education. A recent Supreme Court decision in a Midwestern state ruled that school districts and other units of local government can be sued for damages resulting from negligence of one of their agents or employees. Knowledge that school districts are liable for damages in the event of negligence on the part of persons they employ should caution school administrators against employing careless or irresponsible persons.

Innocent as teachers and administrators may feel themselves to be of wrongful conduct, this condition seems to be quickly changing as more and more cases in courts arise where parents sue for injuries sustained by students while under school control. It seems that the common law concept of immunity of school boards and other governmental bodies is gradually being rejected.

As we all realize, the most important resources of our country are its human resources. Basic to the efficiency, strength, and capability of the citizens is freedom from accidents. Today, accidents constitute one of the most important social and personal problems facing our country. It is therefore essential that our youth become familiar with the hazards of everyday living and learn how to live safely within their environment, whether it be the gymnasium, the athletic field, the home, or our streets and highways. This, then, is the challenge the Division of Safety and Driver Education must accept and will accept as we look ahead to the next 25 years.

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American School and Community Safety Association
1959-1985

Charles Peter Yost
Daniel Della-Giustina

Left to Right, Charles Peter Yost, A. Florio, C. Everett Marcum, John H. Cooper.

Today the American School and Community Safety Association is a unique national association dedicated to preventing injury by developing support for school and community safety programs. In April 1959, during the Representative Assembly at the national convention in Portland, Oregon, AAHPER passed a motion to establish a Division of Safety and Driver Education. The new division was established primarily to emphasize the prevention of accidents that occurred in the areas of physical education, athletics, and recreation. The division changed its name to the Division of Safety Education in 1961 because driver education was only one phase of safety education. A second change came when divisions became associations with the 1974 AAHPER reorganization. The current name, American School and Community Safety Association (ASCSA), was adopted to connote that safety must encompass community as well as school activities.

Challenges

The Association has faced numerous challenges during the past twenty-five years. Initially a major challenge was locating personnel whose major responsibilities were in safety. AAHPER people who demonstrated leadership in safety education were requested to serve as division or section officers in the division. Persons who

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were not AAHPER members, but who had positions in the area of safety both in school and in non-school situations were encouraged to join the AAHPER and supply leadership. During the Division's first five years another major challenge was the opposition of the AAHPER to the National Education Association's proposal to grant departmental status to the American Driver and Safety Education Association. AAHPER officers felt that creating department status for the American Driver and Traffic Safety Education Association (ADTSEA) would duplicate AAHPER's efforts and add to NEA operating expense. The position taken by AAHPER did influence the issue because department status was approved for the American Driver Education Association at the NEA Representative Assembly in Los Angeles in 1960. AAHPER personnel, however, worked with and continue to work cooperatively with all agencies and organizations interested in improving safety education and driver education.

Other challenges the Association faced include outlining Association purposes, developing operating codes, planning conferences and workshops, developing platform statements, and publishing books, pamphlets and other publications for the public. A persistent major challenge has been recruiting members to qualify for Association status within the AAHPERD.

Association Accomplishments

Major accomplishments during the Association's twenty five years include recruiting outstanding people as officers, planning and holding national conferences and publishing conference proceedings, developing publications, working cooperatively with AAHPERD Associations in conducting conventions and developing publications, and working cooperatively with all agencies interested in human conservation.

The first accomplishment was the national planning conference at Bradford Woods, Indiana (May 1960). The primary purpose of the conference was to determine positive action which the Division should take in planning both short-and long-range programs for the future. The future of the association was greatly strengthened by the Bradford Woods Conference. Since that conference many outstanding professional preparation conferences and workshops have been held. The most recent, the National Conference on Liability In The Schools held at West Virginia University (May 1984), was very well attended.

Societal Impact of the Association

The societal impact the association's efforts is difficult to measure; however, the association through convention programs, conferences, workshops and publications has helped AAHPERD members and others gain knowledge in teaching of safe behavior and administering programs of safety both in schools and non-school situations. During the first five years of the Safety Education Division over thirty articles having direct bearing upon safety education appeared in the *Journal of Health, Physical Education and Recreation*. Specific AAHPERD publications used widely over the years include *Annual Safety Education Review; Professional Preparation in Health Education, Physical Education, and Recreation; Teaching Safety in the Elementary Schools; Suggested School Safety Policies: Accident Prevention in Physical Education, Athletics, and Recreation; Safety Education As Your Career;* and *Sports Safety*. The *Safety Forum* keeps people up-to-date with the latest developments in safety education.

The Association's Future

Always a small number of AAHPERD members will have major responsibilities in safety. But, in fact, there are few pure safety educators in the association, that is, few members with job responsibilities devoted wholly to safety activities. Those people active in the association primarily have professional backgrounds in one or more areas of health, physical education, athletics, recreation, or dance. The status of "association," within the AAHPERD structure, therefore, is seriously jeopardized by the lack of association members, a number's game. Yet, simultaneously all persons in AAHPERD can find and readily admit the necessity of safety instruction in their teaching or job responsibilities. Teachers, school administrators, business heads and managers will acknowledge that safety is a major concern. Perhaps their concern emanates from the threat of liability and therefore certain safety elements are incorporated in their policies. It matters not why safety is given attention, but rather that safety is given attention. Safety education and accident prevention must be given greater attention to people both within and outside of AAHPERD. If no one assures that safe behavior permeates whatever is done, then accidents with subsequent injuries will result.

One reason the ASCSA was established was to give necessary attention to accident prevention in the AAHPERD; valid in 1959, it is still sound reasoning today. Officers of the ASCSA will continue to be interested in assisting with safety education for all associations in AAHPERD.

Too many people think about safety only after accidents occur. Yet, proper safety precautions can yield pleasant and successful living. The concept of planning for safe living must be ingrained in peoples' minds if they are to live enriched and accident-free lives; this concept will be supported and sought by members of the American School and Community Safety Association.

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Division of Health Education

Edward B. Johns

Our heritage from the past has helped to chart our course to the present day, but our goals must be re-examined continuously to determine whether or not they are based upon present and future needs. If so, they will give pointed direction for the next 25 years.

Thomas D. Wood and others expressed our long-range goal to be "Health and Education."[1] This is the goal for which we have been striving, and it still appears to be sound. Certainly, this goal also becomes a significant guidepost for the next quarter of a century. The Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association serves as an excellent example of our past and present-day attempt to bring together "Health and Education," promoting healthful, effective living in every way. The leadership of the Joint Committee has been outstanding and should be an even greater force in the future. The prediction is justified when we examine the Joint Committee's classic publications on the vital aspects of our school health program and its work to improve relationships among the health sciences and education.

Phrased in a more specific and perhaps a new way, our goal in health education in the future is to help

> . . . gain the knowledge and the energy necessary to explore the limits of man's creativity and vitality, to find means whereby every man cannot only avoid disease and debilitation, but can rise to his own best level of energy and vigor, of spontaneity, of creativity, of enjoyment.[2]

Our goals are derived from our personal and social needs and can best be tested by a consideration of the predicted future American way of life. What should "Health and Education" mean to our way of life in the future? Oberteuffer gives us a clue in his answer to the critics of education when he said:

> The broad view believes that the primary purpose of education is to aid young men and women in the preparation for effective living in a free society. . . . The broad view does not deny the importance of intellectual power, but it seeks to cultivate it within a human being who lives not by brains alone but by and through the aggregate of all of his powers.[3]

We know that the unique characteristic of health education is its concern for the total integration of forces and factors for the optimum development of the individual. Health education, as a part of education, is concerned with the ways in which people—children, youth, and adults—change their behavior for healthful, effective living.

Modern life will continue to become more complex as the Space Age advances with more and more technological developments, an increased population, a greater amount of leisure time, and space travel. The resulting accelerated pace, with its accompanying increased tensions, will demand a higher degree of personal health than has been required in the past. An increase in speed and ease of transportation, together with the intermingling of people from all parts of the nation and the world, means that community health also takes on new importance to society. These conditions imply the need for more effective health education if people are to make satisfactory personal and social adjustments.

All evidence points to continued rapid advances in medical science as well as in other scientific fields. More scientific health knowledge will be available, and these advances in knowledge, along with the understandings of the broadening horizons of outer space, must be interpreted to the citizenry. Health educators are challenged to make use of more functional methodology including new creative techniques to properly motivate people so they will utilize this information to their best advantage. Problem solving should take on new meaning and importance in health education. Emphasis should be focused on helping people to know how best to react when faced with a problem rather than on teaching only the new health facts. Stress should be given then to developing critical thinking on the part of students; we should assist them in solving their immediate problems and help them develop competencies in solving future ones.

With the availability of more scientific knowledge about healthful living, the health-educated person should be able to improve and maintain his health to a greater degree than has been possible in the past. A present trend of modern living shows the lack of willingness on the part of individuals to assume responsibility for their own well-being and to contribute to the welfare of others. This trend may be a result of our overemphasis on materialism. What apparently is a false sense of values held by many Americans offers a real challenge for health education in the future.

It must be made evident and convincing to the average citizen and community leaders, including politicians, that the strength of the nation rests upon the health of its people; that the future of the health of the people depends to a large extent on what is done to promote, improve, and preserve the health of school- and college-age children and youth. Properly organized health education programs in elementary and secondary schools, colleges and universities, pro-

vide the essential knowledge, attitudes, and practices of healthful living to ensure this future.

Several present-day problems facing health education and inhibiting its growth as a profession were identified by the participants of the Health Education Planning Conference, held October 10–12, 1959. Identification of the major problems was the initial charge of the Conference. The following six crucial problems were highlighted:

1. *Lack of a common basic philosophy.* This problem includes the need for a statement of basic beliefs and a platform expounding them.

2. *Inadequacies in health education curriculums.* Although progress has been made in the past few years particularly, there exist serious gaps and inadequacies in the health education curriculum in many schools, colleges, and universities. There is need for further efforts directed toward: (a) curriculum organization; appropriate patterns, scheduling, time allotment, articulation, progression; (b) identification of curriculum needs and interests; (c) provision for basic concepts and experiences at each maturity level; (d) evaluation; and (e) other aspects of sound curriculum construction.

3. *The need for greater understanding and intelligent use of motivation.* We need to learn more about the determinants of behavior and how to use them. Motivation is the core of health education, making it possible to change behavior to improve the quality of living.

4. *The need for more extensive and intensive research studies.* The need for research is apparent in order to solve present problems and make health education more effective. Each recognized research method should be utilized in the solution of the variety of health education problems.

5. *The need for better coordination and improved interrelationships.* Improvements can be made by better coordination of joint activities and the fostering of our relationships with many other health and allied groups. It is paramount that such action take place with: (a) other departments of the NEA; (b) professional health and allied associations; (c) official and voluntary health agencies; (d) world organizations; and (e) the general public.

6. *The need for improved teacher education in health education.* This problem involves improved programs for: (a) professional preparation of health educators including accreditation; (b) prospective administrators and teachers; and (c) teachers of teachers.

We can predict safely and enthusiastically that a number of major developments will take place in the next 25 years, providing we have the leadership to help us solve the problems just outlined. The following predictions are based upon the solution of these problems.

1. Health education shall have gained status in education and among other professional disciplines as a unique field, an essential life science, making substantial contributions to the quality of living of our populace. Our philosophy will be so clearly stated that it can be compared with those in other disciplines in education.

2. Health education will have more clearly identified its body of knowledge, outlined its instructional areas into proper sequential organization, and demonstrated its worth as a discipline on its own.

3. A national curriculum will be established with various curriculum patterns illustrated. This will serve as a guide for state and local curriculum development. Mental health, family health, consumer health, and community health will be important instructional areas of emphasis.

4. Most schools and colleges will have well-planned, continuous health education curriculums organized for all stages of life with greater understanding and concern on the part of the planners for the health needs and interests and the values of differing cultures.

5. Evaluation will be incorporated as an integral part of health education programs at all levels. Precise evaluative criteria and evaluation instruments will be developed further to appraise both health education program activities and health behavior.

6. There will be available substantial grants for scholarships and fellowships for advanced study in health education, from federal funds and from private sources.

7. There will be more basic research studies in health education because of increasing financial support from foundations, colleges and universities, and agencies.

8. Health education research will develop (a) new skills in communication with students and the general public and (b) new teaching methods and scientific materials so as to more effectively motivate changes in health behavior.

9. Health education will help to foster a closer relationship between the school and the community.

10. School and home cooperation will be improved as the role of health education is better interpreted to parents and as more health-educated individuals become parents.

11. Through the multi-disciplinary approach (interrelationships with other fields) health education will be able to assist in the solution of pressing social problems such as the anticipated population explosion.

12. Health education activities in school districts will be organized under the direction and supervision of the assistant superintendent in charge of instruction to ensure that all activities are educational.

13. There will be stronger certification requirements for teachers and health personnel, including health educators.

14. There will be national accreditation of teacher education institutions offering degrees in health education. This will assist in raising the standards of the leadership in the years to come.

15. There will be better professionally prepared teachers. This includes better prepared health educators, and more of them, to assume leadership roles in the profession. It also signifies that administrators and teachers will have better backgrounds and understandings so as to provide health guidance for *all* students.

The lives of people can be enriched through the contributions which the profession, and particularly the Association, can make in the next 25 years. The professional activities to bring about such achievements are the following:

1. Conduct a frontal attack on the major problems previously identified. Establish, promote, and underwrite commissions of experts from the profession and from allied professions to seek every possible means in directing the attack on each problem. Commissions already organized in January 1960 include those on: (a) philosophy, (b) curriculum, (c) research and motivation, (d) interrelationships, (e) teacher education, and (f) accreditation.

2. Hold conferences with leaders in physical education and recreation to assist them in recognizing their contributions to health education and their responsibilities for the health of children and youth.

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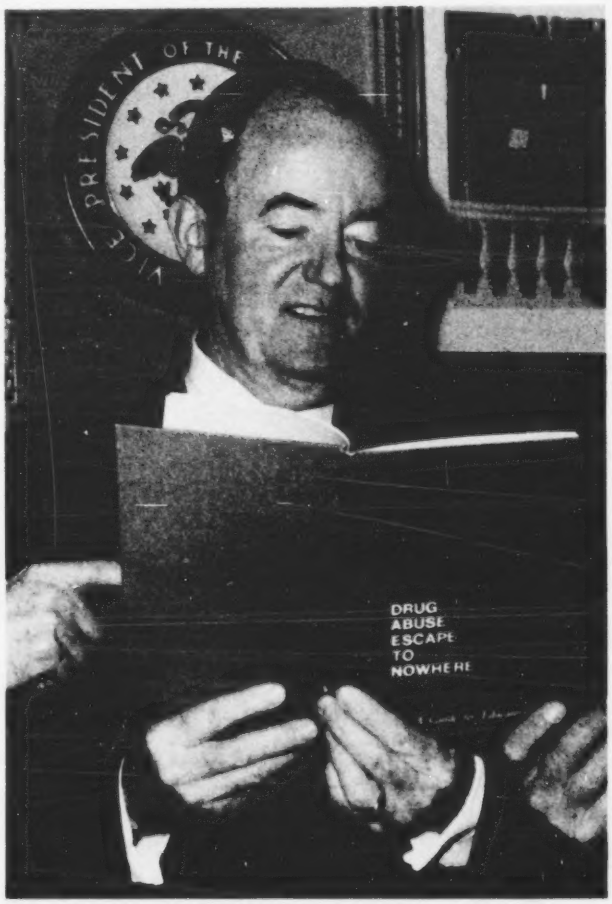

Health Education
An Alliance Commitment

Ann E. Nolte

Health Education as an entity in the American Alliance officially dates from 1937; however, in early issues of the *American Physical Education Review*, it is apparent that hygiene and health were part of the focus of the Association for the Advancement of Physical Education (1885-1903). Many forces and factors were active from 1885 to 1937 which resulted in the union of the American Physical Education Association (1903-1937) and the Department of School Health and Physical Education of the National Education Association. The American Association for Health and Physical Education was established within the National Education Association.

As the result of this union, health education continued to focus primarily upon the school age population. However, the Health Education Division recognized the need for health education for all people; the division reflects this awareness through the evolution of its structure and functions. Initially, sections of the division focused on teacher training, school nutrition, school physicians and nurses and health instruction. Reorganization in 1949 broadened this perspective to include a community focus, college education, and safety education.

Changes—1960-1985

In 1960 Edward B. Johns wrote in "Forecast for the Future"

> . . . health education will truly come of age in the next 25 years as a result of the united efforts of all those persons interested in the art and science of healthful living. Health Education should during this period of time reach a high degree of maturity and be duly recognized as a profession, a separate discipline, a vital life science, and a way of the good life. These accomplishments will be reason indeed to commemorate the 1985 Centennial with the other divisions of the Association.[1]

What, indeed, has occurred in those intervening 25 years? Are we recognized as a profession? Are we a separate discipline? What changes have occurred in the Health Education Division since 1960?

In 1960 the Health Education Division still maintained an organizational structure of sections that focused on locations of health education. However, in 1960 a series of commissions was established representing the results of the Health Education Planning Conference in 1959: philosophy, curriculum, research, interrelationships, teacher education, and accreditation.[2] A foundation for organizational change was provided by the work of the commissions and the cooperative efforts of the division working with other health education organizations. In 1963 the sections were dissolved; an executive council of nine members was established along with a vice-president, vice-president-elect, and a past vice-president; and the division began to focus more on the needs of the profession.

In 1964 the Health Education Division sponsored a national conference on research design and techniques and in 1967 a national conference was held on school health education curriculum. During the early and mid-sixties a national focus on curriculum change in schools brought about a re-examination of purpose of the division. In 1967 the division name was changed to School Health.

The School Health Division established its own professional journal in September 1969. Initially the *School Health Review* was published quarterly, but in 1972 it became a bi-monthly publication.

In 1974, with the reorganization of the parent association into the American Alliance for Health, Physical Education and Recreation (AAHPER), the School Health Division was elevated to association status. The reorganization stimulated a re-examination of purpose which yielded a name change and a restatement of purpose. The Association for the Advancement of Health Education (AAHE) by-laws state:

> The basic aim of the Association shall be to improve the health of people through development and promotion of effective health education programs

in educational institutions and other community settings by providing a focal structure for those interested in concentrating professional efforts in health education.[3]

The *School Health Review* became *Health Education* in January 1975.

Recognition as a profession and a separate discipline have occurred through professional leadership and the structure of AAHE. The structure is flexible with nine members of a board of directors and a president-elect and president. Each board member serves for three years while the president and president-elect each serve for two years. The structure provides time for work and leadership continuity. Although the structure demands the leaders time, the results, the functioning of AAHE, are apparent.

Challenges

Health Education in AAHPERD has responded continuously to the challenges of the times. Since 1960, some of the challenges have been to: reform school curricula; appoint the President's Committee on Health Education; develop a central location for health education in the public and private sectors; identify an office of comprehensive school health in the federal government; focus on school health education with voluntary health organizations; develop federal initiatives for school health education curriculum materials; find federal funding to support the role delineation project for health education; develop patient education in hospitals and clinics; develop health education in business and industry; interest the public in wellness and fitness; emphasize health promotion; increase public concern about substance abuse and such areas as sexually transmitted diseases and consumer choices.

AAHE has used conferences, publications, organizations, public relations, membership on significant national committees, and legislative interventions as effective ways to promote health education both as a profession and a discipline.

Accomplishments

Health education in AAHPERD since 1960 has been proactive rather than reactive. In 1959 the Health Education Planning Conference set the stage for the future. The members of the Health Education Division participated actively in contributions for the *Synthesis of Research in Health Education* published by the School Health Education Study. In 1964 the Division sponsored the National Institute on Research Design and Techniques in School and College Health Education.[4] Most recently (1984), AAHE collaborated with the American School Health Association in publishing *Research in School Health*, the proceedings of a national conference held at the National Institute of Health.

National conferences on philosophy and ethics were sponsored by AAHE in 1979 and 1980. Both of these conferences were preceded by an issue of *Health Education* that contained articles focusing on philosophy and ethics.

A notable activity was the meeting of major health education organizations to examine the potential for a coalition which resulted in the Coalition of National Health Education Organizations, established in 1972: seven national organizations partially or totally directed toward health education decided to coalesce to provide a stronger more effective voice for health education.

In 1977 the Health Education Action Link (HEAL) network was established to provide a network for legislative effort among and within the fifty states. HEAL has been active in a number of legislative activities both nationally and within the states.

AAHE through its journal *Health Education* focused on two significant issues, heart health and computers. AAHE cooperated with the American Heart Association to produce a special issue on heart health. The computer issue had articles by professionals who use computers in health education.

From 1960 to 1985 a significant activity was the role delineation project. A federally funded project, it had on its advisory committee representatives from all major health education organizations. AAHE actively tries to fulfill the objectives of this project.

In 1983 AAHE and the Society for Public Health Education initiated four joint committees: (1) professional ethics, (2) undergraduate professional preparation, (3) graduate professional preparation, and (4) legislation and advocacy regarding health education.

Future Unlimited

The statement that the past is prologue is appropriate for AAHE which has made great strides in the past twenty-five years. Perhaps the most significant efforts have been fostering cooperative interaction with other major health education organizations. Probably within the next twenty-five years the major health education organizations will merge into one and a code of ethics will be adopted. Health education will be accepted as one of the basics in the public schools, will be seen as significant to the health care system and will receive third party reimbursement.

Organizations, a significant segment of a democratic society, represent a voice for their membership. AAHE speaks loud and clear for the unlimited future of health education.

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ARAPCS and the General Division
1949-1985

The Association for Research, Administration and Professional Councils and Societies (ARAPCS) evolved at the time of the 1973 reorganization plan out of the General Division of the American Association for Health, Physical Education and Recreation (AAHPER). In 1949, a committee, chaired by George W. Ayars, created the General Division. As the fourth division to be established in AAHPER, it joined the Health Education Division, Physical Education Division and Recreation Division. Prior to this time, each division included a general section as a part of its substructure. Adopted by the Representative Assembly at the Boston convention, the reorganization plan consolidated the general sections to eliminate duplication of functions and service. At the time of its formation, the General Division included twelve sections: Aquatics, Administration and Supervision, Athletics—Girls and Women, Athletics—Boys and Men, Camping and Outdoor Education, Dance, Measurement and Evaluation, Professional Education, Professional and Public Relations, Research, Student, and Therapeutics. Three of these sections—Administrative Directors, Research, and Therapeutics—originated in the AAHPER well before 1930.

The General Division's substructures through the years fluctuated in number beginning with the addition of the Research Council, 1952; Council on Equipment and Supplies, 1954; International Relations, 1955; City and County Directors and Supervisors, 1956, which replaced the Administration and Supervisors and focused on School Administrators; Fitness, 1959; and College and University Administrator's Council, 1971. During the same period sections and councils were removed from the General Division, to be placed in other divisions, to form divisions of their own, or to be discontinued. Such changes included: Athletics—Girls and Women became the Division of Girls and Women's Sport (1958); Athletics—Boys and Men became the Division of Men's Athletics (1958); Professional and Public Relations was discontinued (1961); Professional Education was discontinued (1964); National Dance Section, was granted divisional status (1965); and Kinesiology Council, transferred to the Physical Education Division (1967).

The governance of the General Division functioned with only one appointed officer from 1949 to 1963. The AAHPER president-elect served as the chair of the General Division. Dorothy S. Ainsworth was the first chair. For two years, 1963-1965, the AAHPER president-elect served as chair with the assistance of two appointed officers pro tem. Following this experimental period, the AAHPER Board of Directors and Representative Assembly at their 1965 meetings in Dallas, Texas, approved the election of officers for the General Division. In 1968 the General Division had its full complement of elected officers, vice-president elect, vice-president and past vice-president.

General Division councils and sections were differentiated by functions. The sections operated primarily to plan and conduct programs at the annual AAHPER conventions in their specialized interest area. Councils planned and conducted convention programs, and planned and implemented professional ongoing projects throughout the year or beyond.

The General Division 1970 operating code stated that "the purpose of the General Division shall be to provide leadership and coordination to those groups developing programs and fostering education activities under its auspices." Specifically—

- To provide an organizational structure to serve groups whose professional interests and activities relate to two or more existing AAHPER divisions or whose professional interests do not readily lend themselves to inclusion in other divisions.
- To promote flexibility to serving the many and varied professional interests and levels of the AAHPER membership by providing opportunity for growth of new and continuing professional interest groups.
- To recognize inter-divisional professional interests and activities and to encourage communications and cooperation among the divisions of AAHPER.
- To coordinate and lend intra-divisional support to professional interests and programs.

Myrtle S. Spande, AAHPER assistant executive secretary, served as the consultant for the General Division from 1960 to her untimely passing in 1971. The consultant from 1971 to 1972 was Betty M. Flinchum. Raymond A. Ciszek was Consultant to the General Division from 1972 to 1975 and has served as ARAPCS Executive Director from its formation until the present.

On 16 April 1973, the AAHPER Representative Assembly at the 88th national convention in Minneapolis, Minnesota, approved the Reorganization Committee's Model II to change AAHPER from an association to an Alliance. Model II gave the eight AAHPER divisions and their structures self-determination of association status and *placement.* The premise was that the Alliance is a united structure of related disciplines which allow for

greater autonomy and diversification of operation and of structure. It also allowed the associations full control over their professional programs. Model II was designed to "provide for unity with diversity." At that time and within those concepts the Association for Research, Administration, and Professional Councils (ARAPC), and the other seven associations in the American Alliance, had their origin.

The Board of Directors of the General Division met in Chicago in 1974 and unanimously approved and developed plans for the General Division to become an association in the new Alliance. The approved name the Association for Research, Administration and Professional Councils (ARAPC), evolved in an attempt to identify a group of structures within the new association. Alliance funding was based on the number of members in each association. The original structures in ARAPC by grouping included: Research Council (including Research Section), Measurement and Evaluation Council, and Physical Fitness Council; College and University Administrators Council, Council of City and County Directors, International Relations Council, and Council on Facilities, Equipment and Supplies; and the Aquatic Council, Therapeutic Council, and Council on Outdoor Education and Camping. The Student Action Council's primary interest area, the involvement of students in professional activities and membership, permeated not only the structures of ARAPC, but each of the other six associations. The first President of ARAPC was Betty M. Flinchum.

The October 1974 Alliance Board of Governors defined the term "society" as an Alliance structure, and further stated that all societies would be housed in ARAPCS.

Currently, ten of the 11 original councils in ARAPCS are maintained in the association. In 1977 the Research Council, to increase its role as the research arm of the Alliance and to expand its professional endeavors, was approved by the Alliance Board of Governors as the Research Consortium on a three-year pilot basis. The Research Consortium then, was not affiliated with one association, but worked cooperatively with all associations. Donald R. Kirkendall, Christine L. Wells and David H. Clarke served as the presidents of the Research Consortium during the pilot period.

Full status of the Research Consortium was approved in 1979 allowing it to become an independent Alliance structure. Its president was approved as an ex-officio, nonvoting member of the Alliance Board of Governors. Jerry R. Thomas served as the Research Consortium's first president.

As the Research Council and Research Consortium, this structure has, for decades, provided much of the research impetus and leadership within the national organization. Its accomplishments have been evident through numerous articles and such periodicals and publications as supplements to the *Research Quarterly for Exercise and Sport* and various booklets and manuals; serving as the Advisory Committee to the *Research Quarterly for Exercise and Sport;* annual compilation of *Completed Research in Health, Physical Education, Recreation and Dance;* establishment and revisions of the AAHPERD Youth Fitness Test; assisting in the development of the AAHPERD Health Related Physical Fitness Test; and its most ambitious undertaking, the publishing of the four volume *Encyclopedia of Physical Education, Fitness and Sports.*

ARAPCS differs in function and operation from the other Alliance associations. In and of itself, ARAPCS carries on no specific professional programs. It houses its ten councils, representing them on the Alliance Board. All professional endeavors within ARAPCS are carried on through the special interest areas of its councils. With this format, most of the income received by ARAPCS is allocated directly to the councils for their professional activities, which maximizes allocations for program content.

The ARAPCS councils annually conduct a variety of programs, projects and activities to provide membership services and leadership in their areas. Over the past decade, with the fitness boom in America, fitness endeavors by councils within ARAPCS have led this movement and have continued to be at the cutting edge. In 1957 the Research Council's special committee developed the original test battery for the AAHPER Youth Fitness Test, the first fitness test for school-age children that had national norms. In 1975, representatives from three ARAPCS Councils, Measurement and Evaluation, Physical Fitness, and Research, were instrumental in changing the Youth Fitness Test battery. The softball throw was eliminated; the sit-up changed to the flexed leg sit-up and optional runs of one mile or 9 minutes for children ages 10-12 or the 1½ mile or 12 minute run for children age 13 or older. Representatives of these three councils were appointed to a task force which developed the AAHPERD Health Related Physical Fitness Test norms and manual in 1980. This test emerged to differentiate physical fitness related to health from motor performance related to athletic ability. The components of the test and their measurement include: cardiorespiratory fitness (distance run); body composition (skinfold measures); and low back and hamstring strength and flexibility (modified sit-up and sit and reach). To interpret the health related test, the task force also developed a *Technical Manual Health Related Physical Fitness,* 1984. The manual gives the scientific basis for the test items, the rationale for each, information on reliability and validity, norming procedures and descriptive statistics. The AAHPERD Health Related Physical Fitness Test now has a complete award program.

Publications

The Physical Fitness Council published *Implementation of Aerobic Exercise Programs,* 1979, and a revised edition in 1985 with a new title, *Implementation of*

Photograph by Charles Gibbs Promotions

On the water with the Aquatics Council

Health Fitness Exercise Programs. Another 1985 publication is *Norms for College Students—Health Related Physical Fitness.* Another fitness publication planned for 1985 is *Elementary School Physical Fitness Manual for Teachers.* The Council will initiate the "ARAPCS' Physical Fitness Council Newsletter," available quarterly to all ARAPCS members, beginning at the 1985 AAHPERD National Convention. A third fitness publication, *Children / Youth Physical Fitness Program Management System* is being undertaken by the Council of City and County Directors.

The Fitnessgram, a computerized fitness report card designed to measure and improve youth fitness, provides parents with a fitness profile of their child and an exercise prescription. The project is sponsored by the Alliance, President's Council on Physical Fitness and Sports, Institute for Aerobics Research and funded by the Campbell Soup Company. The Fitnessgram was piloted in the Tulsa Public Schools, Oklahoma in 1982-83, and in one school system in each of the 48 continental states in 1984-85. The national roll out for the Fitnessgram will be 1985-86 when it will be available to more than 5,000 school systems through microcomputer software, Institute for Aerobics Research (IAR) delivery program, or utilization of the IAR mainframe computer program where compatable or adaptable. The AAHPERD Youth Fitness and AAHPERD Health Related Physical Fitness Tests are the tests included in the Fitnessgram.

Another 1985 project monitored by the Council is *Fitting In,* a newsletter designed and written for classroom use for fifth and sixth graders. The newsletter focuses on health, fitness, nutrition, and exercise. It is being piloted in the Washington DC metropolitan area in 28 schools and with 1,500 students. The pilot includes six newsletters, one each month January to June. Patterned after the *Weekley Reader, Fitting In* is available to schools at a low cost. *Fitting In* is funded by the Campbell Soup Company. In 1985-86 it will be piloted to selected school systems in each of the 48 continental states with eight newsletters, October-May. Eventually the newsletter will be available to all interested school systems for a minimal fee.

Among the other major projects currently underway by Councils in ARAPCS, is the Sport Skills Test manual series by the Measurement and Evaluation Council. New manuals will include soccer and tennis and revisions of the volleyball, softball and archery manuals. The ten publications of the Aquatics Council are slated for revision beginning in spring 1985. These course syllabi serve as the basis for the master teacher and teacher courses conducted annually by the council.

ARAPCS continues to play a viable and vital leadership role in the Alliance and the profession in the special interest areas that it represents. The high quality of leadership among the Council officers has allowed for timely and pertinent projects and programs that contribute significantly to its specialized areas. The principle for placement of structures in ARAPCS, that their specialized interest cuts across two or more interest areas of the other associations in the Alliance, continues to make ARAPCS a growing and indispensible part of the AAHPERD.

Division of Girls' and Women's Sports

Thelma Bishop

The future of sports for girls and women is promising, difficult, challenging, full of changes that must be carefully evaluated. The course chosen must be more than right; it must be best.

Any profession must be aligned with the culture of the society which supports it. We know that play is universal but that the form varies in different societies, and that play forms change within the same culture as a new form, or emphasis, best expresses the people's understanding of their culture. So it is with physical education. However, some aspects of cultural change are unique to women and girls, and many of these changes may reasonably affect their participation in sports. These are the changes that will be emphasized in a prediction for the Division for Girls and Women's Sports.

We are in a period of such rapid change that we cannot get far enough away to evaluate these changes objectively in terms of their total cultural impact. We can, however, look at some of the changes that are occurring now, at others that seem to be indicated in the next quarter century, and give our best possible evaluation in terms of the Division for Girls and Women's Sports 25 years from now.

Basic to any look into the future is the fact that our physical bodies have not changed appreciably in the last thousand years, and there is no evidence that they will change in the next 25 years in their need for physical activity for maintenance. Furthermore, that activity must be on a do-it-yourself basis.

Although bodies have not changed, culture has, to the extent that it is almost impossible to maintain bodies through daily work. The modern woman works primarily with her brains or with her hands, because she has less muscular strength than men and is more adept in fine movements. If she is a housewife, modern appliances have eliminated much of the strenuous physical activity from her daily tasks. She may be tired, but the modern housewife rarely lifts a heavy load, does not move fast enough to increase her respiration significantly, and finds that many parts of her body have not had sufficient activity for good body maintenance by the end of her day.

Physical educators know and appreciate the full impact of these facts. The lay public knows the facts too, but American women have not yet learned to *apply* them intelligently. All evidence points to less and less strenuous physical demands in our living in the next 25 years. As women, we have no choice; we must change habits and attitudes. We must learn to maintain our bodies intelligently outside our daily work but within our daily living pattern. Some of this daily maintenance will be through sports.

Many professional organizations and interested groups, including the Division for Girls and Women's Sports, must work cooperatively toward this goal. These changes in habit and attitude must be accomplished in the next 25 years.

Fortunately, the changing role of women in our economy may be a strong, positive factor in altering one aspect of our attitude toward sport participation; it will help both men and women to build a concept of femininity in which health takes precedence over weakness. As women become established and respected workers in our economy, there is a growing separation between weakness and femininity. That separation will widen in the next 25 years, as an increasing number of women work outside the home. U.S. Department of Labor statistics show that perhaps the most remarkable labor force development of the past ten years has been the extent to which women, particularly women 35 years and over, have entered or returned to the labor force. A continuation of this trend is anticipated, and it is predicted that women will account for half, or 5 million, of the needed increase in our labor force by 1965.[1]

New roles for women in our culture and in our economy stimulate us to build new concepts of womanhood. By 1985, negative peer reaction and fear of being labeled a "tomboy" will be minimized when the girl or woman participates in sport activities as one channel toward total fitness. As psychological and cultural barriers to participation in sports by girls and women are broken down, the Division for Girls and Women's Sports is challenged to stimulate participation and upgrade the kinds of experiences available to girls and women through participation in sports.

The increasing number of women in the labor force has two other implications for the Division. Margaret Lantis points out that this trend creates a need for changes in sport patterns. Women who are working and maintaining a home need sports that can be played in a short period since their time is limited.[2] The Division for Girls and Women's Sports should give leadership to modification of sports and the development of new sports that will serve the needs of women during periods of their lives when they have limited time for body maintenance.

U. S. Labor Department statistics show that more than 40 percent of all women in the age brackets 20–24, 35–44, and 45–54 are now in the labor force.

The best source for our increased labor needs in the next ten years will be women 35 years and over. The Division for Girls and Women's Sports must give leadership in developing and promoting sports for older women with limited time, as well as for older women who are not doing the double job of working and maintaining a home and who, therefore, have increased leisure time.

In modern programs, women have put more emphasis on individual and dual sports than men have. Women will probably continue to emphasize these sports. One interesting change must be considered which may influence women and girls to give more time to team activities. As we look at our culture, we find there is a change from strong individualism and intense competition in our business and industry toward cooperation in larger and larger units. Our economy has changed from the pioneer necessity of competing almost singlehandedly against many adverse factors, through the kind of capitalistic competition in which small groups and home-owned businesses flourished, to a modified cooperative-competitive approach. Women's sports also must change, perhaps not so much in form as in emphasis. At the end of the next 25 years we will emphasize cooperative and teamwork aspects as more important than the final competitive score. This trend toward larger cooperative units may result in additional stress on team sports that use a rather large number of players.

On the other hand, several factors are combining to make it increasingly difficult to maintain adequate space for sports. Our increased population means that many more facilities are needed just to maintain present per capita levels. Furthermore, our present facilities are woefully inadequate for meeting the needs of the children and young adults in our population. As a nation, we have scarcely considered the sports needs of mature women and of older women. Our tendency to build ranch-type houses and schools frequently leaves little outside space for sports. Our suburban developments are often poorly planned and do not allow for the open play spaces needed by the inhabitants. The Division for Girls and Women's Sports must help promote, develop, and invent active sports that require little space and that are appealing to modern women.

Facilities are expensive, also. Schools are already having difficulty financing the building programs necessary to handle the increasing school enrollment. Bond issues are turned down now, when there is still great need for more elementary schools. The tidal wave of students is just starting to reach our secondary schools, which are even more expensive. We foresee great difficulties in the next 25 years. Pressures for a cheaper, purely academic school may temporarily disrupt some of the sports teaching in the public schools. The Division for Girls and Women's Sports must work with the other AAHPER divisions, with other associations and agencies to help interpret the need for education in sports and the need for participation opportunities for women and girls of all ages. When communities understand, they will finance needed programs through schools and community agencies.

Recent reports show trends toward new world powers and larger alliances among European nations, and this trend will increase. By 1985, we will have moved farther toward an international culture. Sports will play a part in this culture because they can be used as a channel for increasing understanding of both teammate and opponent, and they can be modified to fit the changing cooperative-competitive ratio needed as international society changes. The Division for Girls and Women's Sports must work cooperatively with other agencies in this international area of sports for women and girls.

On the basis of these needs and changes, the Division for Girls and Women's Sports in 1985 will be an expanded division. The work now being done through its five sections, six standing committees, and six district and fifty-two state organizations will continue, since that service is eminently suited to present and future needs, but we will be doing it better and more thoroughly. We will also add other services. One of the first needs discussed here was the need for American women to change habits and attitudes for better body maintenance. In 1985, the Division for Girls and Women's Sports will have a well-established pattern for continuous and effective interpretation of this need to girls and women; for stimulating participation of all girls and women in sports; and for upgrading the experiences possible through sport participation. The Division will give continued and strong leadership in testing, developing, modifying, and inventing new sports needed to fit space, age, and time limitations. Present services are geared primarily for girls in school, officials, physical educators, and recreation personnel. In the future, the Division will give similar services in the area of sports to lay women of all ages. The Division will give added help and service on the international level.

The future of sports for girls and women is indeed promising, difficult, challenging. The Division for Girls and Women's Sports must give excellent leadership and added service in each of the next 25 years.

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NAGWS: 1960-1985

Joan S. Hult

As Chair of the Commission on the Status of Women, Eleanor Roosevelt stated in June 1962:

> I feel confident that in the years ahead many of the remaining out-moded barriers of women's aspirations will disappear. . . . Americans will have a better chance to develop their individual capacities. . . .[1]

Two outspoken physical educators in the early 1960s, Phoebe Scott and Katherine Ley, favored opportunities for the new breed of skilled athletes anxious to find self-expression and to experience competition. Although both were criticized by their mentors and peers, they attempted to convince the membership of the Division of Girls and Women's Sports (DGWS) that through controlled athletics they could provide necessary athletic experiences for women. Scott's comments to the DGWS Executive Council in 1961, reminded them that girls were going outside the school setting for highly skilled adventures not available at school. Further, she commented

> Whether we like it or not, we have educated a whole generation of women to believe that somehow there was something slightly evil or immoral in competition for the highly skilled girl. The time has come to decide if the highly skilled girl is our responsibility. If we decide she is, then it is time to do some re-evaluation of our policy statements and standards . . . . We cannot be bound by the traditions and thinking of the past.[2]

Ley followed in 1962 by asking the DGWS women to do two things in relation to the Olympic movement:

> train the best we have to perform to the best of their ability; and at the same time, promote all sports for all girls and women so that eventually we will have more prospects [for the Olympics] from which to choose the best.[3]

As other voices joined theirs, the 1963 policies and standards actively encouraged varsity and other high level programs, reflecting a new philosophical commitment to competitive athletics.

In the 1960s, the national Joint Committee on Extramural Sports for College Women dissolved and the Commission on Intercollegiate Athletics for Women (CIAW) was established. The CIAW designed a framework and organizational pattern for control of competition, encouraged local and regional governing bodies for women's athletics, and sponsored national championships. Then, in 1970, the CIAW became a formal organization, the Association of Intercollegiate Athletics for Women (AIAW).

Capitalizing on the renewed interest in high level competition, DGWS and the Women's Board of the Olympic Development Committee of the U.S. Olympic Committee sponsored a series of five institutes for improving high level teaching and coaching in many Olympic sports. The first institute was held in 1963 in track and field and gymnastics, the two poor performance sports that needed more advanced teachers. The spin-off institutes assisted over 200 leaders, who later shared their new knowledge with an estimated 25,350 teachers

instructed in teaching techniques.[4] Significantly, the cosponsorship joined the Olympic movement and the physical educators, and the 1970s and 1980s continued the cooperative efforts between the U.S. Olympic Committee (USOC)/National Sport Governing Body (NGB) and the National Association of Girls and Women in Sport (NAGWS)/Association of Intercollegiate Athletics for Women (AIAW).

Perhaps the most significant united effort by NAGWS/AIAW in the Olympic movement was the demand for attention to the needs of female amateur athletes by the President's Commission on Olympic Sports. The resulting Amateur Sports Act of 1978 bears witness to years of time, effort and networking. The Sports Act has been central to the promotion of and financial support for developmental sports for girls and women and provided the elite athlete with training and world-class experience. Through its provisions for research, the Sports Act will have far-reaching implications for understanding female participants at all levels. A final accomplishment of the Sports Act was the passage of "The Athlete's Bill of Rights" for those in the Olympic movement.

The 1960s closed with the DGWS's new pathway clear—the pyramid concept of athletics would include highly competitive athletics for girls and women within the educational domain and support nonschool agencies that fostered elite competition through the Olympic movement. In addition, the National Girls Athletic Association, established in the AAHPER structure, sponsored play days and sport days and moved toward varsity athletics. Similarly, high school teachers, coaches and administrators were asked to work cooperatively with their high school athletic associations and to assist in the development of competitive programs.

The traditional DGWS services through the 1960s and 1970s included the publication of the guides with their accompanying rules, strategies, skills and officiating techniques. While a strong Affiliated Board of Officials (over 12,000 officials) responded to the needs of female participants throughout the nation, state representatives and chairs of various sports joined the growing network of volunteers within the association's 13,000 members.[4] During this period, research, standards, publications, officiating, training and rating continued to be the focus of activity in liaison relationships with sport-governing bodies. Research endeavors were particularly significant in the 1970s, as illustrated by the three NAGWS volumes on *Research* (1971, 1973, 1977) and *Coping with Controversy*, all of which signify a commitment to understanding the physiological, sociological and psychological implications of women in sport.[6–9]

Title IX of the Education Amendments Act of 1972 opened women's struggle for equality in the 1970s. Against the backdrop of the women's movement, federal legislation, and social acceptance women's sports grew geometrically. The DWGS became the National Association for Girls and Women in Sport (NAGWS) in 1974 when the AAHPER (American Association) reorganized to become the American Alliance. The NAGWS committed itself to the needs, interests, and desires of the students and worked toward expanding offerings in recreational and competitive sports. In this modern struggle for equality, the Women's Equality Action league (WEAL) and the National Organization of Women (NOW) contributed immeasurably to the sports movement using legal and social approaches. Litigation that dealt with the DGWS/AIAW scholarship issue, girls' access to boys' teams, or single-sex teams provided a legal basis for sexual equity within the sport movement.[10]

Photograph by Karen Krall

In the early 1970's the DGWS discovered that it could not both expand opportunity and control women's athletics on the collegiate level through its volunteer individual membership structure. The leaders, therefore, developed competitive athletics based on a new model which avoided the men's commercialization by focusing on the athlete as a student.

As in the past, the new intercollegiate governance structure's focus remained on the individual participant's role as a college student. The athletic program's justification was its educational value. The AIAW developed rules, policies, and procedures with these philosophical tenets in mind; it also had active student representation in all major association functions including the

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science of human movement and sport and (2) to honor by election to its membership persons who have directly or indirectly contributed significantly to the study of and/or application of the art and science of human movement and physical activity.[17] Possibly the Academy's small cadre of talented educators will continue to labor in obscurity and indecisiveness unless it deemphasizes the second and puts all of its very considerable expertise to the consummation of the first.

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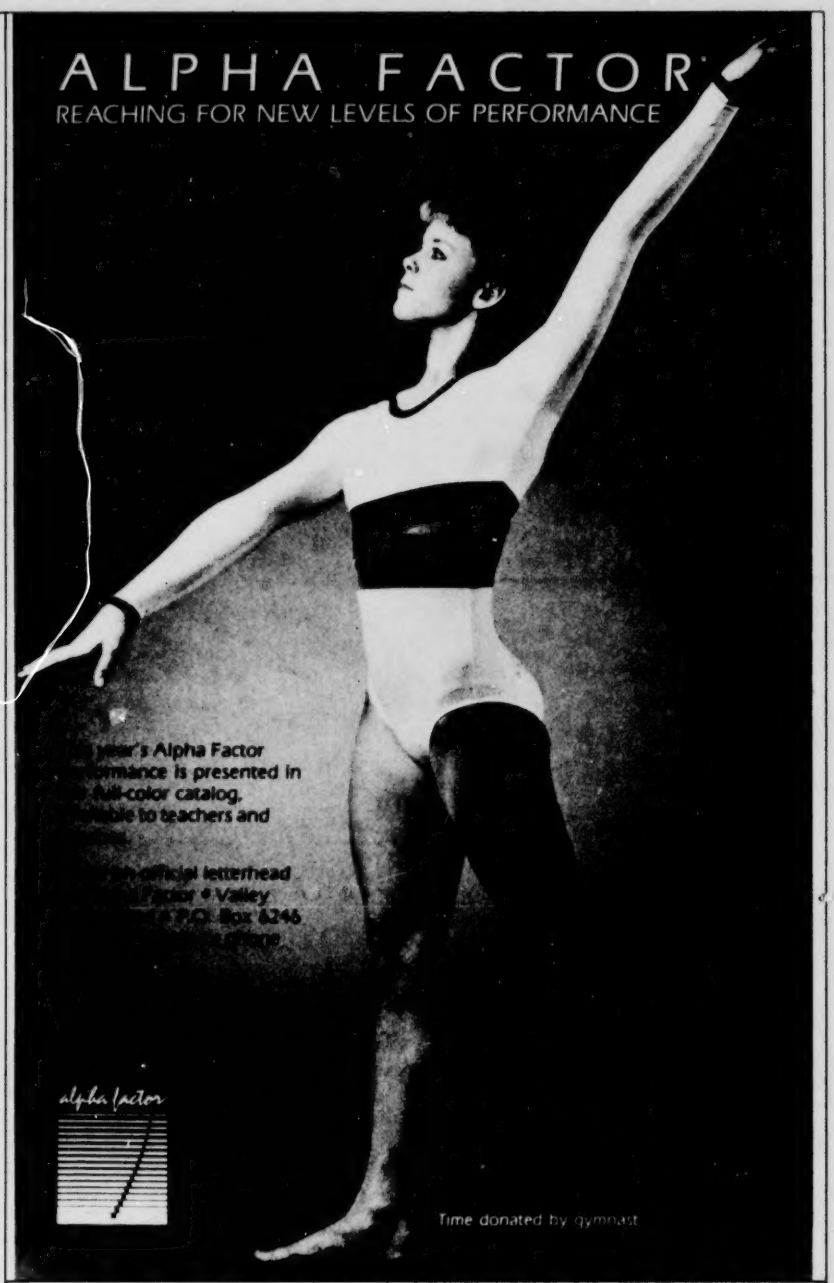

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Executive Board and Appeals Board. The AIAW, an outgrowth of the DGWS vision, provided an experimental educational model of competitive athletics based on egalitarian, rather than major/minor sport concepts. At the height of its influence, 1980–81, over 99,000 female athletes participated in AIAW events. In addition, AIAW offered 39 national championships in 17 sports to over 6,000 teams in 960 member colleges and universities.[11]

NAGWS/AIAW's success with Title IX issues led to unbelievable growth in high school and collegiate athletics and recreational sports for girls and women. The High School Federation, for example, reported a growth of participants from 294,000 in 1971–72 to over 1,800,000 in 1981. The sports available to girls at the high school level increased from 14 in 1971 to over 30 in 1980–81, with 35 percent of the varsity high school participants being female.[12]

Throughout its short life (1971–82), the AIAW provided the leadership and development of intercollegiate programs well beyond its founders' dreams. The AIAW's success was central to its demise, because the NCAA/NAIA National Association of Intercollegiate Athletics took over the role of conducting championships for women at all NCAA/NAIA institutions. The female leaders developed by the AIAW lost their dream of an alternative model of athletics and were forced to settle for a piece of the NCAA pie of privilege, power, and prestige. A similar, though less dramatic, reality became evident in the high school programs which functioned under the auspices of the male-dominated state athletic associations.

Title IX provided the catalyst for a golden age of sport for girls and women; however, it ultimately led to the male domination of girls' and women's athletics. Title IX led to male governance in all amateur sports and has not touched pervasive fundamental inequities in leadership, decision-making authority, coaching systems and role models for girls in all athletic situations. The control of athletics seems destined to remain under male domination even as women competitors have been freed from the sexism and sex-role expectations of the past. Certainly, the NAGWS focus should be to regain leadership positions in the male governance structures and to support coaches, officials, and athletic personnel in school settings.

The New Agenda states well the goals for all women in sport.

> With increased participation levels, our society has undergone a major change in attitude toward the woman in sport. Woman's ability to compete, her potential prowess, her wish to be recognized, and her desire to be a lifelong participant needed to be discussed in light of these changed attitudes and perceptions. The motivated, highly skilled athlete was not the only concern of the new age. Of equal importance was the continuing support of sport and fitness opportunities for all women from the cradle to grave.[13]

The decade of the 1980s, indeed, has a new agenda for women; women are moving to the marketplace in larger numbers and the new work demographic seems to be leading to male-female equality as "fully human" beings in family, economy and sports life.[14] The new decade and agenda challenge the organization to offer services that enhance the coeducational activities of youth, work toward developmental and experimental sports, and revitalize sports that give meaning and experiences to all ages.

At present, NAGWS no longer develops sport opportunities or standards so it must, by networking with AAHPERD, NASPE, liaison groups, and coalitions, live as a haven for female sport separatists and provide essential information to serve its membership.

The NAGWS traditionally has defended women's right to participate in various sports; it will not abandon that role when facing federal legislation or the inequalities in women's sport leadership. In the 1980s and 1990s,the NAGWS membership will continue to be the professionals most directly involved with the sport process for girls and women. As such, the NAGWS has a unique mission to shape the future according to the new values and sport enthusiasm that emerged from the golden age of sport for women of the Title IX years.

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Division of Men's Athletics

Zollie Maynard

Any forecast for the future must necessarily be based on past experience, and if there is to be any possibility of accuracy in a forecast, there must be a frank and honest evaluation of these experiences. If honesty indicates negative conclusions, they should be stated and their implications made clear.

There is considerable evidence to indicate that prior to the establishment of the Division of Men's Athletics, the American Association for Health, Physical Education, and Recreation had been negligent in assuming a leadership role in the field of athletics. This negligence was caused by a perhaps sound but unrealistic philosophy. The result was that physical education people and the AAHPER as an organization were labeled as anti-athletics by most people working specifically in the field of interscholastic athletics.

It is quite possible that many of the difficulties relating to the acceptance of physical education as an essential part of the school curriculum have been caused by the lack of a positive attitude toward interscholastic athletics. No amount of effort to improve public understanding of physical education clarified the confusion. The overwhelming majority of men physical education teachers have been and are also coaches of interscholastic athletics. They have been generally treated as the black sheep of the family. When they attended Association meetings at the state, district, and national level, they heard interscholastic athletics criticized and, in many instances, ridiculed. It is true that a certain amount of this criticism was deserved. However, the almost complete absence of a positive and constructive attitude placed the AAHPER in a position that did not inspire confidence. The Association seemed to ignore the fact that many professional and highly intelligent school people believe strongly in the value of intramural and interscholastic athletics.

Attitude within the Association has changed during the last ten or fifteen years. In 1954, Ray O. Duncan, as vice-president of the Physical Education Division, recommended the establishment of a Division of Men's Athletics. Tentative status was granted in 1956, and at the 1958 annual meeting, the AAHPER Board of Directors and Representative Assembly approved permanent status for the Division of Men's Athletics. With this act the Association created the organizational framework for assuming its rightful leadership role in the field of athletics. In the few short years since the creation of the Division, a great deal has been accomplished toward a constructive approach to dealing with the problems and great potential in the intramural and interscholastic program.

Many lon[illegible]time members of the AAHPER who are dedicated to the field of competitive sports have enthusiastically "pitched in" to the work of the newly created Division. Many nonmembers of the Association came to believe in the possibilities of the Athletics Division and have become members, contributing much time and effort. A consultant for men's athletics was added to the AAHPER staff and has worked enthusiastically to make up for lost time.

At the present time, there are fourteen project committees and seven advisory committees at work within the Division. These committees are made up of more than 150 participants. It is largely to the work of these committees and that of the section chairmen that we can look in preparing a forecast of future developments for the Division of Men's Athletics.

The section chairmen and the vice-president-elect have arranged a program for the 75th Anniversary Convention that is certain to attract nationwide attention in the field of competitive sports. Several dozen national figures who have never before appeared on AAHPER programs have been engaged. *Sports Illustrated* magazine has become interested in the work of the Division and has played a prominent role in the development of the Division program. That these programs will be highly successful and reflect favorable credit on the AAHPER becomes the first point in our forecast.

The AAHPER, through its Athletics Division, can make a notable contribution to the improvement of competitive athletics as a result of the work of the project committees. Among these projects are the following: (1) development of a handbook for the organization and administration of varsity lettermen clubs, (2) development of a statement on interscholastic athletics on the junior high school level, (3) preparation of an athletic coaching career flyer, (4) development of an Association policy statement concerning competition for elementary school children, (5) establishment of a sports writers award program, (6) preparation of recommendations concerning the spectator problem, (7) professional preparation of coaches, (8) a speedball guide, (9) a weight training project organized by AAHPER President Arthur A. Esslinger as an Association effort, and (10) prepara-

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Division of Physical Education

Edwina Jones

Training of citizens in democratic ideals and the democratic way of life cannot be left to chance. For the welfare of the individual and the group, planned guidance in democratic practices and in the development of physical, social, emotional, and mental well-being becomes a vital function of education as well as of the home. The past few decades have made it vividly apparent to the American people that the strength of a democratic nation is to be found in the strength and ideals of the individuals of which the nation is composed. It is of world-wide importance that the individual be guided into that state of wholesome well-being which will benefit both him and his society.

Surely the goal is the development of those ideals which have become identified as representative of democracy in the highest sense. Health is a central factor in this ideology, if by health is meant not only physical well-being, but mental, emotional, and social balance. The achievement of this goal is the challenge of education. It is natural to grow, and natural to follow a general pattern of growth and development. Physical education, with its varied activities designed to serve children and youth, is a made-to-order medium through which to guide growth and development.

To guide the individual and the group, all phases of growth and the needs of youth, individually and collectively, must be considered. Becoming familiar with materials in order to select wisely those activities most likely to answer the needs and meet the abilities of the individual and the group is essential.

Physical education today is an indispensable part of the total education, because in our educational system it is the primary source of the development of vitality. It deals in action; it does far more than talk or theorize. Biologically, the effective development and function of the vital organs and systems of the body are dependent in large part upon a well-developed muscular system. A good physique depends upon factors of heredity, environment, and mode of living. Physiological work is an important element in the development of a good physique and good health.

The child's physical development may and does have profound effects upon his social and emotional development. There is a relationship between physique and performance and group status. The development of skills at appropriate age levels is related to self-esteem and status in the group. Sociologically, sport is a part of American culture as definitely as are religion, science, art, and language and enjoys wide interest and following. A participant and spectator acquire abilities and interests which tie him closer to his fellow men. The learning of acceptable social behavior through sports has great potentialities. For example, great sports leaders and performers have long been held up to younger generations as the ideal of social conduct.

When physical education can demonstrate that its goal is achieving education *through* the physical not just *of* the physical it will be assuming its proper responsibilities in the educational process and will be recognized for such. It can serve as a counterweight to some of the other factors developing in American society. It can provide sound knowledge and guidance to those who are looking for help in the development of desirable living patterns. It can be a dynamic and vital force in American living.

Physical educators must find ways to close the gap between knowledges and practices in the program of physical education. For example, much progress in developing fine curriculum materials based on a knowledge of developmental levels of children has been made, and yet in a majority of teaching situations, both at elementary and secondary levels, there is little evidence of application of this knowledge.

Physical educators must do a better job in public relations so that others understand the nature and importance of their program and appreciate its contribution to modern living. Much of our work is not well received or not given adequate support because of this lack of desirable and effective communication. Frequently, physical educators have been on the defensive instead of an aggressive offensive. This is sometimes the result of changing educational values; sometimes it is failure to realize that the opposition does not always have knowledge of what is opposed.

It is important that teacher education personnel work closely with teachers at both elementary and secondary levels. Too often, the changing needs of the fields are not adequately known at teacher education levels. In the preparation of teachers, there is a tendency to cling too long to practices and course materials which have outlived their usefulness. It is often easier to think about a fine program than to put it into practice.

One of the greatest problems which our profession faces is the recruitment of more and better teachers of physical education. The need is vital to the survival of our profession. There has been a steady in-

crease in the number of college graduates preparing to teach during the last ten years, but there has been only an 11 percent increase among men and a 4 percent increase among women who have graduated from major programs in physical education during the last ten years.

The challenge of recruiting more and better professional students includes retaining those recruited. Retention involves setting goals of greater excellence in academic preparation in fundamental studies and in motor skills as well. Freshmen major students in physical education are now coming with greater skill in leadership. What can be done to keep these students and give them a solid preparation in the knowledge and skills basic to teaching? How can we help these students distinguish between knowing the subject of physical education and knowing the craft of teaching it?

Scheduling physical education classes in secondary schools is a major problem which is too frequently relegated to a minor status. It is the kind of problem that many leaders feel can be solved on a local level. Because it is so widespread, however, it has assumed the status of a major problem. Insufficient time allotment, overcrowding of classes, lack of facilities, and the scheduling of classes on the basis of administrative convenience have had serious effects on the program. More thought must be given to a departure from the academic time schedule and use of scheduling methods concerned with the needs and interests of students.

Credit for physical education is another major problem which has been bounced around for years. It is closely related to the problem cited above. Until physical education is properly scheduled and organized, with credit given, it will remain a minor subject or just a "gym" program in the minds of school administrators. Physical education is part *of* education not *attached to* education.

The main developments for the future for the AAHPER Physical Education Division will involve the following:

1. *Develop public relations programs based on the impact of personal services—local, state, and national.* With the increasing investment of public funds in school facilities, schools and recreation and other agencies, including the churches, will wish to unite because of common objectives to obtain more economical use of facilities and leadership. Education will then be a continuing force in the life of the individual, not an experience of youth only.

2. *Lead the way to help establish higher standards for the professional preparation of teachers of physical education.* The Division must discover ways to continuously improve objectives, content, and methods. AAHPER must make careful study of the scope of its program to determine the extent to which it should enter into and sponsor the preparation of teachers in various areas of education. The Association began with physical education and now embraces health education, recreation, athletics, and safety and driver education. How far should it go?

3. *Emphasize the significance of gross body movement experiences in the lives of teachers of physical education and in those of the large majority of students.* It is part of professional responsibility not only to experience the significance of activities but to learn to lead the future physical educators in knowledge and appreciation of life experiences in human motion. Our scientific foundations need to be intensified and applied.

In order to ensure physical education's greatest contribution in the years ahead, the profession must be continuously active in finding ways to:

1. Develop and evaluate professional philosophy and standards.
2. Attract and adequately prepare competent leaders, in greater numbers.
3. Emphasize the importance of knowledges and understandings as well as motor capabilities.
4. Oppose practices or ideas in the program which are found to be educationally unsound.
5. Help the public understand and respect what is being done in and through physical education.

Until the public is convinced that physical education is of value to children and youth, little effort will be made to give support of any kind. The relationship of school and community should be one of mutual respect. Youth in schools are members of the community. The community's interest in them and in their education should be recognized and acknowledged as worthy of attention. The community's position as a partner should be understood. The understanding must be based on free circulation of information and on agreements mutually arrived at. Physical education must realize that the school is the community's. The community, in turn, must trust those educators in whose hands youth has been placed.

In 1890, Luther H. Gulick stated at the fifth annual meeting of the American Association for the Advancement of Physical Education that "there is no factor which is as prominent in the development in any profession as the kind of men who take upon themselves the functions of that profession. The advance of physical education will depend more upon the kind of men who take up this work as their profession, than upon any other factor."

Seventy years later it is still true that the advance of physical education depends upon the kind of men and women who are and who will be its leaders. Each teacher should be a dedicated leader with vision and sound convictions, one who has pride in the work, ability to think and to express ideas clearly and decisively, one whose course of action is consistent with the long-term good of all. Such teacher-leaders will give direction toward the future envisioned for physical education.

National Association for Sport and Physical Education

1960-1985

Emelia-Louise Kilby

The National Association for Sport and Physical Education (NASPE) was created with the Alliance in the 1974 reorganization. Many structures related to NASPE's focus had been functioning for years; in fact, the Division of Men's Athletics (DMA) and the Physical Education Division merged to form NASPE.

The Physical Education Division evolved during an earlier restructuring in 1965. Seven program areas reflected the levels of instructional programs; philosophical and cultural foundations, scientific foundations, elementary physical education, secondary physical education, college physical education, organization and administration of physical education, and adapted physical education. A council on kinesiology was added in 1968. The division improved the instructional programs; examined the theoretical foundations of each program; and formed committees on curriculum, instruction, and publications to maximize member participation.

The Division of Men's Athletics clearly extends back to 1954 when an organizational meeting led to official recognition by the American Association for Health, Physical Education, and Recreation (AAHPER) in 1958. This division focused on men's programs in intramurals and seasonal sports along with athletic administration and athletic training.

The division recognized the need for specific structures to develop and promote athletic administration and athletic training. To this end, the Division of Men's Athletics formed three councils: (1) the National Intramural Sports Council (NISC), a joint project with the Division for Girls and Women's Sports organized in 1966 to strengthen intramural programs on all educational levels; (2) the National Council of State High School Coaches Association (NCSHSCA), an alliance of coaches' groups formed in 1965 to improve communication and cooperation between coaching organizations; (3) the National Council of Secondary School Athletic Directors (NCSSAD) organized in 1969 to improve secondary school programs.

Committees and task forces also dealt with the evaluation of high school athletic programs, certification of high school coaches and representation on the United States Olympic Committee. In addition, publications brought research findings to professionals, especially coaches, beginning with DMA's 1965 publication, "What Research Tells the Coach about Wrestling," prepared under the supervision of the Research Council, AAHPER.

In 1974 when NASPE formed to represent the interests of men and women, it became the largest association

of the Alliance. The 1983 NASPE bylaws enumerate the current councils, academics and general association objectives. NASPE serves sport and physical education through leadership development, expansion of selected sport opportunities and competitions, consultation, publications, conferences/conventions, research and the dissemination of knowledge through public information facilities.

NASPE's council grouped according to function, follow:

- *Physical Education–Instruction*
  The Council of Physical Education for Children (COPEC)
  The Secondary School Physical Education Council (SSPEC)
  The College and University Physical Education Council (CUPEC)
- *Administration*
  The Elementary and Secondary Physical Education Department Chairpersons Council
  The College and University Physical Education Department Administrators Council (CUPEDAC)
  The National Intramural Sports Council (NISC, jointly sponsored with NAGWS)
  The National Council of Secondary School Athletic Directors (NCSSAD)
- *Sport Development*
  The National Sports Club Council
  The Coaches Council (CC)
  The National Officials Council
  The National Athletic Trainers Council (NATC, jointly sponsored with NAGWS)

NASPE's academies work to increase knowledge in such specific related areas as kinesiology, sport art, sport psychology, sport sociology, curriculum and instruction, adapted physical education, exercise physiology, history of physical education, philosophy of sport and physical education, motor development.

NASPE's professional conferences, both regional and national, supplement the regular meetings of the Alliance. Coordinated efforts to disseminate information result in such conferences as NCSSAD's southern regional conference in New Orleans, 1978; the Mid-American Secondary School Physical Education conference: "Challenge of Change" in Chicago, 1979; and COPEC's conferences held in New Jersey (1980), Minnesota (1981), and the bi-national conference with Canada in British Columbia (1981).

Publications

NASPE publications (the NASPE newsletter, newsletters of the academies and councils, the *Basic Stuff Series, Handbook for High School Athletic Directors,* the revised *Physical Education and Sport for Secondary School Students, Tennis Group Instruction* and *Transition to Teaching*) inform NASPE's membership.

President Reagan and NASPE President-elect Stan Brassie hold the official National 10-K Stride for Pride T-shirt.

Another important member resource, the NASPE Media Center at the University of South Carolina, contains films, slides and tapes.

For the public, NASPE published educational materials. *The Youth Sports Guide for Coaches and Parents,* published in 1977, and recently translated to Swedish, filled an important need. A poster, the "Bill of Rights for Young Athletes," has been widely circulated. *Nutrition for Athletes,* rewritten in the 1984 edition has reached the public while *Drugs and the Coach* brings important information to the public's attention.

Guidelines on trampoline and mini-tramp use published in the October 1978 *JOURNAL* were the product of a NASPE, American Academy of Pediatrics, and trampoline industry task force and were approved by the AAHPER Representative Assembly in 1978.

NASPE raises the public's consciousness by recognizing outstanding accomplishments: National Coaches Day was initiated by NCSHSCA and enacted by the U.S. Congress in 1972; Athletic Director of the Year recognizes the person's positive influence on youth, not a win/loss record. National Sport and Physical Education week, begun in 1976, is a major function of PEPI (Physical Education Public Information).

Young people must be attracted to careers in sport and physical education to provide outstanding professionals for the future; therefore, NASPE sponsored

Project ACE (Alliance Career Education) which led to a brochure developed jointly with NAGWS in 1977.

International Sport and Physical Education

The Mexican Exchange Program is an outstanding example of international cooperation. Physical education teachers with coaching backgrounds traveled to Mexico over a six-year period to share their expertise. A program highlight, a dramatic parade featuring sport and physical education, honored President Echeverria in his last public appearance and publicly displayed the president's personal support for sport and physical education. As honored guest Roswell D. Merrick, represented NASPE, the organizing force behind this international venture.

In 1964, the Division of Men's Athletics began another joint venture with international implications, the United States Collegiate Sports Council (USCSC) which now includes the Alliance (NASPE), the National Association of Intercollegiate Athletics (NAIA), the National Junior College Athletic Association (NJCAA), and the National Collegiate Athletic Association (NCAA). The USCSC maintains the educational standards of the World University Games, formulates the study of physical education within the games, and administers the United States' participation in the games.

In the future, NASPE will work toward broader public awareness and involvement and more forceful political action. The Physical Education Justification Project, launched in 1984, nears completion as the centennial year approaches. Phase one, the identification of research, clearly established the rational for physical education. The second phase will disseminate that information in lay language through various media. Currently a task force is identifying the skills in exercise science and wellness needed by exercise specialists in business and industry. Funds from corporations who champion its cause enable NASPE to implement its projects.

NASPE will continue to seek corporate support. NASPE will continue to use public figures whose regard for the benefits of an active life can make a positive public impact. NASPE is ready to move into the 21st century.

Emelia-Louise Kilby is a professor, Department of HPE, George Mason University, Fairfax, VA 22030

Health Education Division

Continued from page 104

3. Assist in developing a sound public relations program at the national, state, and local levels.
4. Offer greater opportunities to stimulate, recognize, and advance leaders who make their mark as outstanding educators and health educators.
5. Assist in the developing of spokesmen who can converse with and function comfortably with citizens and community leaders in all levels of social and economic culture.
6. Encourage the strengthening of existing professional preparation programs and foster the employment of health educators in the field.
7. Assist state departments of education, as well as teacher education institutions, to develop standards for certification and accreditation.
8. Foster and encourage health education research through the AAHPER Research Council and in joint efforts with other research bodies.
9. Work at all times toward establishing the professional qualifications for its members and fellows emphasizing service to others through quality performance.

It is predicted that health education will truly come of age in the next 25 years as a result of the united efforts of all those persons interested in the art and science of healthful living. Health education should during this period of time reach a high degree of maturity and be duly recognized as a profession, a separate discipline, a vital life science, and a way of the good life. These accomplishments will be reason indeed to commemorate the 1985 Centennial with the other divisions of the Association.

[1]National Society for the Study of Education, Ninth Yearbook, Part I, *Health and Education*, Bloomington, Ill.: Public School Publishing Company, 1910.

[2]Fillmore H. Sandford, "Creative Health and the Principle of Habeas Mentem," *American Journal of Public Health* 46: 141; February 1956.

[3]"Answers to the Challenge," *Journal of Health-Physical Education-Recreation* 29: 40; September 1958.

Division of Men's Athletics

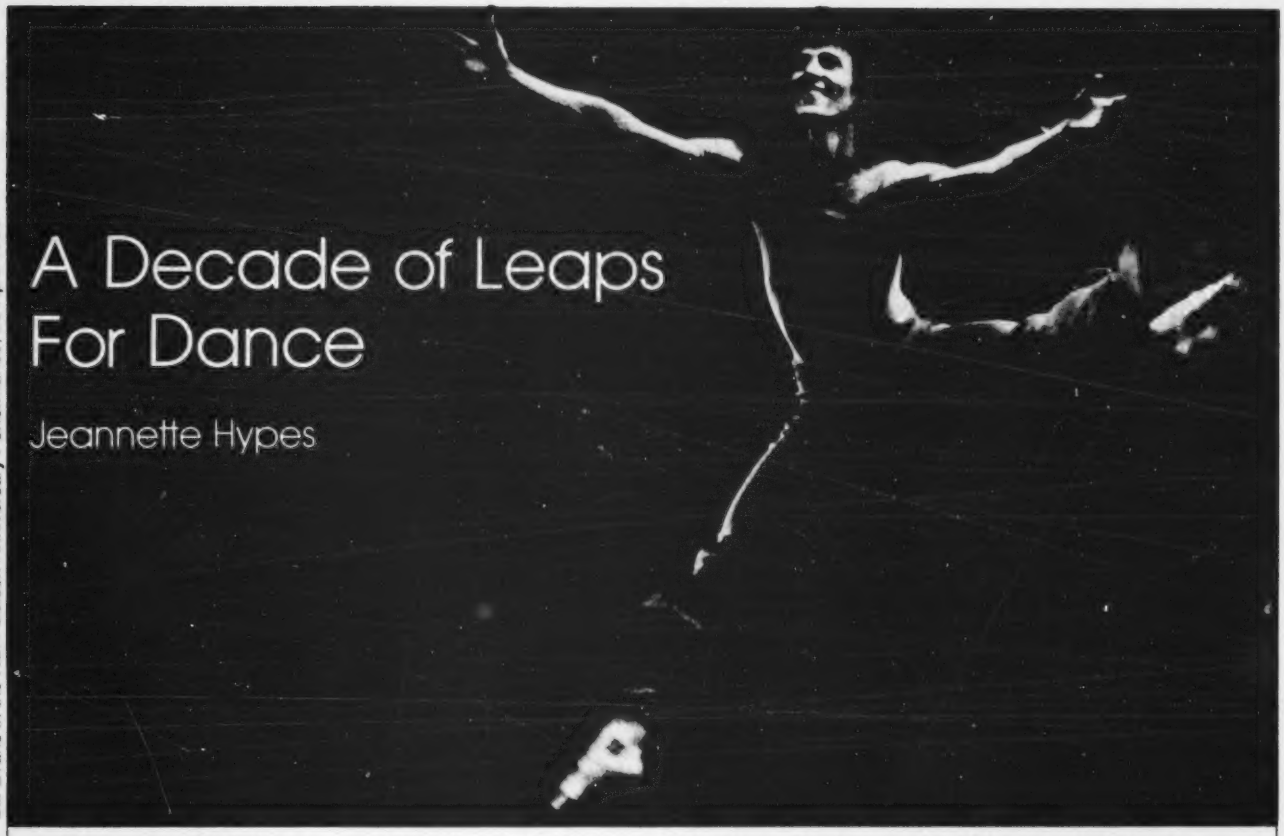
Continued from page 117

tion of standards for preparation of athletic trainers.

A major project already completed is the handbook for high school athletic coaches. Representing the first attempt in the nation to develop a guide for interscholastic athletic coaches, it includes the high principles and ideals as well as practical procedures that have been developed by years of experience on the part of our most successful coaches.

Now that we are so conscious of the need to improve the fitness of American youth, we can look for sports to play a more prominent role in the lives of our future citizens. Dynamic, enthusiastic loyalty to the spirit of America is our hope for the future. There is nothing in the American scene more reassuring and typical of this spirit than the American competitive sports program.

An optimistic forecast would seem to be justified. The Educational Policies Commission has stated very clearly that a well-balanced, properly conducted program of intramural and interscholastic athletics is an essential part of a well-rounded school program. Enthusiastic public support, although sometimes a problem, is a great asset which can be channeled to support the total physical education program. Energetic leadership is already available in the field and for the most part has yet to find an adequate home base in a professional education organization. The AAHPER may be on the verge of making one of its most notable contributions to education as it digs into the problems of intramural and interscholastic athletics.



Bill Evans in the NDA Golden Anniversary Performance, 25 April 1982.

A Decade of Leaps For Dance

Jeannette Hypes

When AAHPER became an Alliance in 1974 the Dance Division emerged as an association, a full-fledged affiliate of the American Alliance for Health, Physical Education and Recreation. Since that time the National Dance Association has moved ahead, bringing dance into focus as an art form with programs vital to the total physical education experience. But there was more to be done.

It was a memorable moment for me when I took the helm as president of the National Dance Association (NDA). The responsibility to keep up the momentum of an enthusiastic and ambitious association was overwhelming. We needed to improve, intensify, and accelerate ongoing projects and programs to make NDA a more viable, helpful, and essential organization to all those in dance and physical education—a formidable responsibility.

The one thing that I felt would be the most advantageous would be to gain visibility and recognition from the Alliance by adding the word dance to the official title. The idea had been mentioned before but never seriously considered as a project.

On April 11, 1978, I announced to the incoming NDA board of directors that we were going to add the *D* to AAHPER. Nobody was against it, of course, but most had reservations about its being possible. An incurable optimist, I felt that with hard work and positive thinking, it could be done. Everybody on the board of directors contributed effort toward this meaningful goal; NDA was inspired.

The first step was to introduce the *D* proposal at the proper level and to the right governing body. With the help of the NDA Board and several key members the "Rationale for Adding the *D*" was developed. This rationale was then presented in the form of a motion at the fall meeting of the AAHPER Board of Governors in Washington, DC. There was litle opposition and much to our delight, the motion passed—our goal was in sight. We worked hard all year, did our homework and arrived at the New Orleans convention well prepared. With the help and cooperation of the AAHPER Board of Directors, NDA members, and many sympathetic colleagues we were able to generate the support needed to fulfill our goal. This preparation paid off and happily, the motion passed the representative assembly with only minor opposition. The *D* was in and AAHPERD was a reality. We really did it!

Needless to say this was cause for celebration, and we did! It was an occasion not soon to be forgotten. 1979! A great year for the National Dance Association.

Under the leadership of Betty Toman, 1981 became another landmark year. NDA was woven even more closely into the fabric of the Alliance when Dance was added to the name of the *Journal* which became the *Journal of Physical Education, Recreation and Dance.*

NDA has worked very hard to develop curricula, prepare publications, (articles, books, films, slides), assist with special programs, sponsor regional conferences and in general provide services for Alliance and NDA members.

We are proud to be a part of the Alliance and will continue to contribute to Alliance goals as well as the goals of the National Dance Association.

Jeannette Hypes is director of Dance, Pomona College, Clarement, CA 91711.

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A Look To the Future

G. Arthur Broten

We often hear the phrase, "We live in a rapidly changing world." The truth is that we probably live in the midst of the greatest societal upheavals of the century. We are faced with changes that occur so rapidly we are continually late in our responses to them. Caught off balance, we are surprised and tend to react too swiftly, or without benefit of logic—we over-react.

To anticipate societal changes we need indepth historical knowledge to avoid needless repetition and an awareness and knowledge of futurism. The World Future Society publishes a journal, *The Futurist;* also an increasing amount of quality literature written by recognized regional, national, and international authorities in almost every field pertains to future changes. We can predict future changes with reasonable consistency, but we should not believe that we are capable of predicting specifics. As we observe, over large geographical areas, issues, forces, and trends, we can speculate on the alternatives available in the search for a higher quality of human life.

The existing literature within the Alliance shows professional leadership focusing on the investigation of future studies, and their implication within the profession. Courses in future studies are being taught in many colleges and universities, and more companies are using futurists to anticipate changes and avoid "future shock." Gillette Company, for example, has hired futurists primarily to raise "what if" questions. In short, we are faced with rapid changes in technology, and major changes in the structure and operation of our society. Alvin Toffler observes in *Previews and Premises,* "It is not merely change in which we must in some way adapt, but acceleration itself." Toffler argues that the very pace of change has effects separate from the direction and content of change.

Leading futurists predict a bright rather than a gloomy outlook. After all, the future is shaped by our thoughts and actions. If enough people are strongly concerned that we might lose a personal interest in students through computerization, then that strong concern could very well prevent the loss. As stated by Kahn and Ferguson, "The future is bright as long as we do not make disastrous errors."

Although future studies promote creative thinking and encourage the observations of issues, forces, and trends in an examination of alternative choices, we must view trends in synoptic and interacting modes, not in isolation. I could list pages of anticipated future changes which is impossible in a short article; however, the small list which follows is offered as conjecture for future planning in the various fields of the Alliance. We will find

- highly computerized education
- a continuing shift to services and leisure
- instant communications around the world
- a revolution of world culture
- an information revolution
- leisure will be an even larger industry
- greater demands for designed fitness programs
- a highly significant improvement in the performance of women's sports
- a dramatic increase in the senior citizens age group

With the inevitable increase in the use of computers there will be software for refined, individualized nutritional and fitness programs. Recreational counseling will be in greater demand whether offered privately or by municipal recreation departments. Through sophisticated computerization, clients will be given guidance in leisure programs based on their mental, emotional, and physical make-up.

The demand for more efficient use of school facilities will cause a significant increase in year-round schools at all levels. Year-round schools will require closer planning and working relationships between municipal recreation departments and school physical education and athletic departments. Two significant aspects for future planning include (1) an increase in the aging population (55 to 75 years), and (2) an increase in early retirment programs. We know that today's senior citizen population has higher levels of education and physical vigor than any similar age group preceding. Increased efforts toward research for specially designed leisure and fitness programs for this large population could prove beneficial to the profession and to the people concerned. Perhaps we should embark intently in this open field from an interdisciplinary approach before the field is completely monopolized by other agencies.

We should begin to think in terms of electronic books, magazines, and newspapers, of computer linkups with central information centers, and of growing decentralization. The Alliance of the future could include a vastly enlarged computerized center of research information with linkups to strategic geographical areas. We need to work closely with other agencies that have allied interests; in short, we cannot be isolated and independent in the future. In an era of restricted budgets, departments, divisions, or comparable administrative units that are not willing to sacrifice in order to procure modern computer equipment will probably prolong obsolescence.

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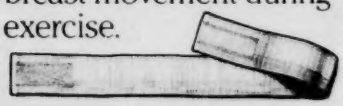

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As the Alliance finishes its one-hundredth year—an amazing one hundred years of successful operation—it is interesting to note that we have just finished the year about which George Orwell warned us in *1984*—the beginning era of depersonalization. Thomas L. Trumble and Ursula Meese, in a December 1983 article in *The Futurist* indicated that Orwell's *1984* serves as a warning that progress is not inevitable, that we are not guaranteed a more abundant, more free, or more secure future, but that we have the capacity to create our future.

The future is no longer unique, unforeseeable, and inevitable, it is a multiple of possible futures with associated alternatives. Perhaps in the next one-hundred years of sparkling discoveries and rapid changes we will have the wisdom to make wise choices and, therefore, adjust without future shock.

G. Arthur Broten is professor emeritus, University of Nevada, Reno, Nevada 89557.

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Tradition

Continued from page 81

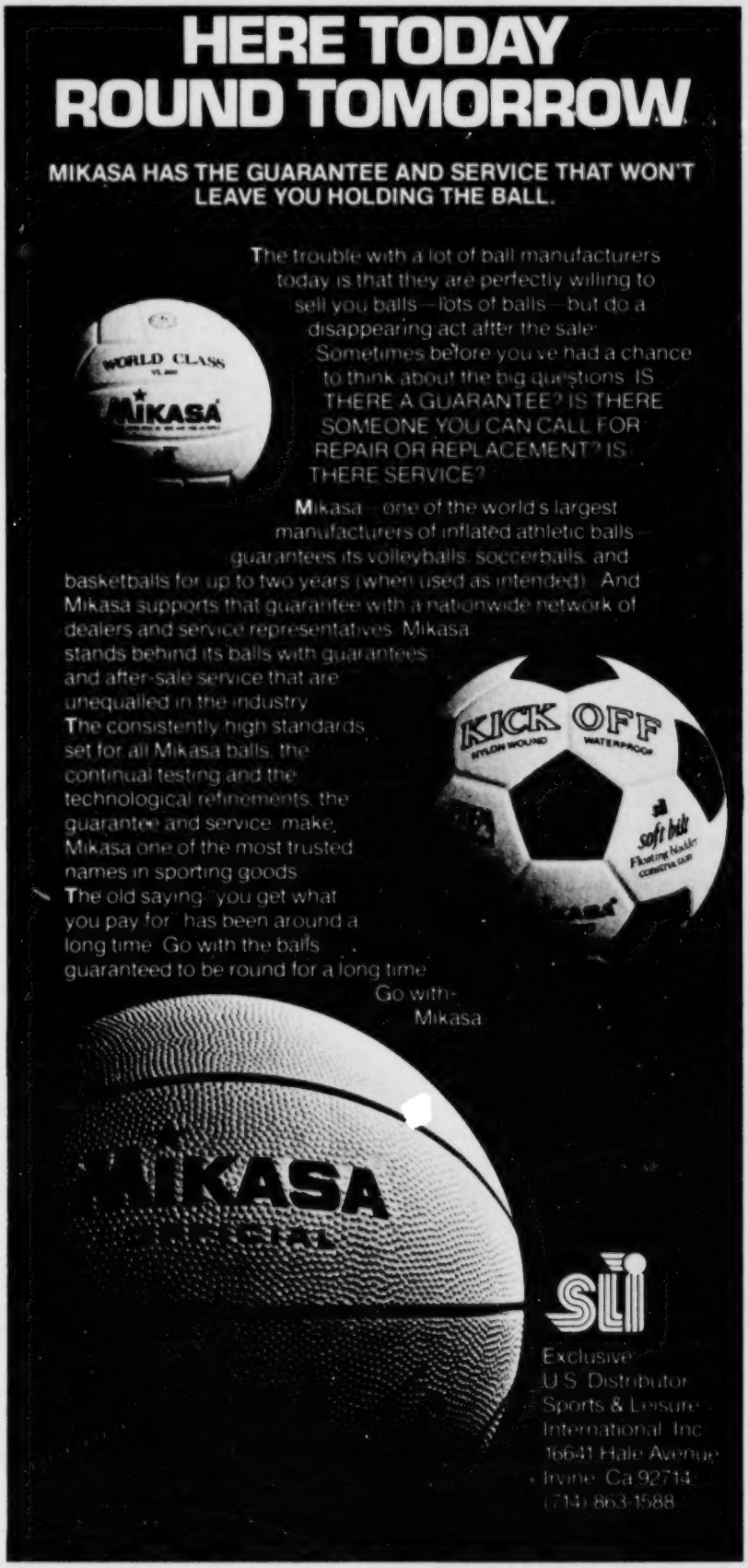
about the Alliance, but the Academy as well.

Marguerite A. Clifton epitomized the equal distribution of talented men and women Academy members. As its president in 1979, she looked forward to the next decade—to go beyond "the initial shaping and then reshaping of a body of knowledge. Clifton felt the Academy should serve the American public by assuming rational positions on significant issues of the day."[14] By implication, President Clifton perhaps meant that the Academy had not acted with sufficient intensity and persistence in addressing these national problems. The next year's president—Harold M. Barrow of Wake Forest University suggested that the Academy enlarge its membership significantly and yet remain "an Athens of learning."[15] Only in this way could the Academy have a powerful and natural impact, he felt.

Aileen S. Lockhart had been an Academy member for twenty years when she assumed its presidency in 1980. She understood that the Academy must straddle both the scientific and the philosophical domains. She was pleased with the continuing sophistications of the subdiscipline of exercise physiology, biomechanics, sport psychology, and many others. But felt the profession now needed reunification. The Academy does not wish to speak with one voice on all issues, but occasionally on issues of major importance to the health and well-being of the American public, the Academy wants its voice to be heard and taken seriously.

President of the Academy in 1981, Earle F. Zeigler, was never at a loss for words (he has written twenty books and two hundred essays!) and he urged his colleagues to demand of themselves evolutionary changes in attitude and perception. Zeigler approached life's problems pragmatically and at the same time reached for the stars.

Edward J. Shea, 1982 Academy president, graduated from Springfield College as a champion swimmer and outstanding scholar. For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forty years his deep concern for ethical and moral standards within the profession marked him as old-fashioned . . . in the highest sense of that phrase. In a 1972 speech on the freedoms of man Shea reminded his colleagues that pedagogically sound physical education and coaching practices can contribute to mankind's freedom. But the profession must do two things—remain steadfast to nearly universally accepted moral concepts while it remains in the forefront of scientific research. Wisconsin University's Henry J. Montoye—the Academy's 1983 president, was for many years one of the nation's best physical education scientists, a specialist in anatomy and biomechanics. He was always interested in history, as well, and published a fascinating study of the "Genealogy of scholarship among Academy members." "The scholar's work will be multiplied many fold through the contributions of his students,"[16] characterized the growth of knowledge from teacher to pupil. Jesse Feiring Williams was a great teacher; one of his best students was Ruth Glassow, the teacher of Aileene Lockhart, who in turn strongly influenced Donna Mae Miller. There are scores of fascinating family tree contiguities in Montoye's essay; he may have missed his calling as a physical education historian!

The Academy's mission remains incomplete. The organization is dimly and imperfectly perceived by the much larger membership of the AAHPERD; it is not widely recognized by other honorary and professional organizations. The Academy after nearly sixty years is unknown to the media and the American public. The remaining decade and one half of the twentieth century probably will see a make or break resolution of the Academy's existence and viability. The Academy has lofty, yet realizable goals. Its purposes are (1) to encourage and promote the study and application of the art and

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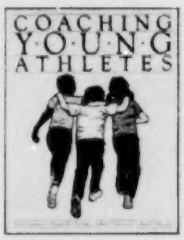

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AAHPERD

Continued from page 96

education in the public schools. In addition, the other associations are planning or have completed projects that have had a significant impact on their professional area: AALR's 5-Year Plan and Project Challenge; ARAPCS' Fitnessgram and newsletter, *Fitting In;* NDA's involvement in "Imagination Celebration and the Rockefeller Brothers, Inc. China Arts exchange; AAHE's publication "Beating the Odds" and the completed National Heart, Lung and Blood Institute contract; and NAGWS' Sporting Chance Program and Olympic Scientific Congress Program.

As a service to young people and for financial viability of state associations and the Alliance, no event or activity comes close to Jump Rope for Heart (JRFH). Jump Rope for Heart began with a Milwaukee Jump-Rope-a-Thon in 1977 that raised $2,249. In 1978, the Alliance PEPI committee joined with the American Heart Association to sponsor a "Jump for Life" that raised nearly $500,000. As arranged originally, ten percent of the funds raised through JRFH are returned to PEPI for promoting the benefits of lifetime physical activity. The 1983-84 year saw 660,000 students participating in 10,000 schools to raise $16,000,000. As a project, JRFH helps promote lifelong benefits of regular physical exercise while students, faculty and administrators work together in a fun, worthwhile activity.

Membership

A highlight for membership in the Centennial year has been President Bea Orr's project—to increase membership *through* membership. Founded on the premise that every member knows at least one non-member who would benefit from the varied membership services of the Alliance, President Orr was convinced that our members could reach out to those non-members if they were given the tools. Through the "Each One Reach One" membership campaign Bea was proven correct. By late February more than 2,400 new members had come into the Alliance by the efforts of our current members. Bringing new members into the Alliance cause the costs for serving each individual member to go down, therefore more money is available to service our members. Because the quality and quantity of services increases, more members join . . . and more and better services are provided. But this doesn't happen automatically. Associations, after all, are founded upon the common interests, needs and concerns shared by a group of people. The very spirit and vitality of an organization relies on members spreading the word to colleagues who have the same interests and needs.

Development

In 1984 the position of Director of Development was created to meet the financial challenges of the future for the American Alliance. In August of 1984 Denny Crocker came to

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- Accuracy Guaranteed to 1/32" in 60"
- Consistent Repeatable Tension of 4 ounces
- Tape made of Stretch Resistant Material
- Detailed Instructions include Measurement of % Fat
- Includes Limited Warranty

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Growth Guide...

- Visually depicts normal height and weight ranges for age groups 2 to 18
- Colorful, easy-to-read scale in both inches and centimeters
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- Safe for children of all ages
- Excellent for health screening

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- Aerobic Exercise
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- For All Ages

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the Alliance with 17 years of successful fund raising experience with nonprofit organizations.

To help celebrate the Centennial and defray the mortgage of the Alliance Center, Bea Orr began the Century Club which called on members to give $100 ($1 for each year of the Alliance). A promotion, marketing and recognition plan was developed to increase the success of the Century Club membership program and these efforts generated new interest in supporting the Alliance Center. The program was to end at the 1985 convention but will continue through December 1985 giving all members more time to participate. Contributing members receive a wall plaque and membership card acknowledging their gift and permanent recognition will be placed on a large plaque to be placed in the foyer of the Alliance Center. Special recognition will take place at the 1985 Jubilee Celebration in Atlanta.

The Development Committee assists with planning for a complete development plan for the future of the Alliance. The committee made up of a bank trust officer, tax attorney specializing in estate planning, marketing specialist and public relations person, began planning a comprehensive "Heritage Fund" which allows for gifts to the Alliance or associations for specific purposes but allows the funds to be pooled to draw maximum interest income and provide sound financial management of the funds.

Through all its associations, departments, and members and with the Centennial year as catalyst, the Alliance can look forward to many years of professional service.

George Anderson was executive director of the Alliance from 1974-1980 bringing his continuous years of service to the Alliance to 29.

Century Club

"A Century Remembered . . . a Mission for the Future." The American Alliance Centennial Celebration is significant for all who believe in a heritage of 100 years of dedicated service to bettering the quality of life through health and fitness education.

The Centennial offers members a unique opportunity to participate in a special way to support the Alliance. Consider joining with me and other dedicated Alliance members of the Century Club. According to Development Director Denny Crocker, since the August announcement in UPDATE more than150 members have joined this newly created club by contributing $1.00 for each year of our proud heritage. Your $100.00 donation will be placed in a special fund to defray the existing Alliance Center mortgage and acquire the deed of ownership. We, the members, would truly pay for and own the national headquarters.

As a Century Club member, you will receive a special, membership card and attractive wall plaque featuring a unique artist's drawing of the Alliance Center. You will be invited to attend a special reception for Century Club members only at the Atlanta Convention. During the Centennial Jubilee, special recognition will be given to Century Club members in attendance. A special plaque will be permanently placed in the Alliance Center foyer honoring those who have become Century Club members during the Centennial year.

Continue your support of the Alliance by becoming a Century Club member. Mail to American Alliance, Century Club, 1900 Association Drive, Reston, VA 22091. Fill out the form below and enroll today. All donations are tax deductible and a valuable investment in the future of your professional organization.

Bea Orr

Bea Orr, Alliance President

CENTURY CLUB ENROLLMENT

Name _____

Member # _____ Type _____

or Group Title _____

Address _____

_____

1. Please check one box:
   - ☐ Enclosed is my $100 donation for full membership in the Century Club.
   - ☐ Enclosed is our group donation of $100. Please list our group title as it appears above.
2. Donation for membership in the Century Club is being made
   - ☐ by enclosed check, payable to AAHPERD (Century Club)
   - ☐ by charge ☐ VISA ☐ MasterCard

   Card # _____ Exp. Date _____

   Signature _____
3. (OPTIONAL) I (We) wish to make this donation in memory of:

   _____

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Awards

Continued from page 9

Luther Halsey Gulick Medal

1923—Luther Halsey Gulick
1924—Jessie H. Bancroft
1925—Thomes D. Wood
1926—Thomas A. Storey
1928—Clark W. Hetherington
1929—George J. Fisher
1939—Jesse Feiring Williams
1940—Jay Bryan Nash
1944—Charles H. McCloy
1945—William G. Anderson
1946—Ethel Perrin
1947—Blanche M. Trilling
1948—Mabel Lee
1949—Elmer Dayton Mitchell
1950—Elizabeth Burchenal
1951—William Ralph LaPorte
1952—Charles W. Savage
1953—Frederick W. Cozens
1954—William L. Hughes
1955—Carl L. Nordly
1956—Rosalind Cassidy
1957—Clair V. Langton
1958—Helen Manley
1959—Delbert Oberteuffer
1960—Dorothy S. Ainsworth
1961—Neils P. Neilson
1962—Clifford L. Brownell
1963—David K. Brace
1964—Ruth B. Glassow
1965—Ruth Abernathy
Elwood Craig Davis
1967—Arthur Esslinger
1968—Minnie L. Lynn
1969—Arthur H. Steinhaus
1970—Catherine L. Allen
1971—Margaret H'Doubler
1972—Julian W. Smith
1974—Leona Holbrook
1975—Thoms K. Cureton, Jr.
1976—Ben W. Miller
1977—Eleanor Metheny
1978—H. Harrison Clarke
1979—Ruth Lowell Murray
Elena Sliepcevich
1980—Aileene Lockhart
1981—M. Gladys Scott
1982—LeRoy T. Walker
1983—Celeste Ulrich
1984—Barbara Forker
1985—Louis E. Alley

R. Tait McKenzie Award

1968—Mabel Lee
1969—Leona Holbrook
Frank D. Sills
1970—Helen M. Manley
1973—Fred V. Hein
1976—James H. Humphrey
1978—J. Tillman Hall
John E. Nixon
1980—Catherine L. Allen
1981—Warren R. Johnson
1982—Evelyn E. Lockman
1983—Harold T. Friermood
Janet A. Wessel
1984—Harry Fritz
1985—Connie Jo Matthews Hepworth
Celia Marjorie Blaufarb

Mabel Lee Award

1976—Sharon A. Plowman
Mary G. Sholtis
1978—JoAnne L. Owens
Janet B. Teeple
1979—Linda Bunker
Reet Howell
1980—P. Timothy Brown
Dianne E. O'Brien
1981—Patricia Lou Geadelmann
Russell Robert Pate
1982—Susan J. Grosse
Diane M. Pruett
1983—Kirk J. Cureton
Karen DePauw
1984—Kathleen M. Haywood
Angela Lumpkin
1985—Dean R. Gorman
Jean L. Perry

Anderson Award

1949—Mazie V. Scanlan
1950—Hugh Masters
1951—Helen Manley
Seward Charles Staley
Arthur H. Steinhaus
1952—Bernice R. Moss
Agnes R. Wayman
1953—Margaret C. Brown
Thomas E. McDonough
1954—Elwood Craig
Clair V. Langton
James E. Rogers
1955—William Waldo Bauer
Robert Hugh Morrison
1956—Avery Brundage
Henry Howard Kessler
Karl A. Menninger
Edward A. Meyerding
Jonas E. Salk
1958—LeRoy E. Burney
1959—C. Ward Crampton
C. L. Lowman
Paul Dudley White
1960—Frances A. Hellebrandt
Howard A Rusk
1961—Joseph E. Wolffe
Dwight D. Eisenhower
1962—Carroll L. Bryant
Selman A. Waksman
1963—Forrest E. Conner
I. H. Goldberger
Albert B. Sabin
1964—G. W. Larimore
T. E. Shaffer
1965—Ethel G. Brown
1966—James Rogers Fox
1970—William S. Schmidt
1971—Harriett Bulpitt Randall
1972—Josiah G. Neal
1974—Charles E. Buell
Edmund Jacobson
1975—Benjamin H. Lipton
1976—Fred L. Allman, Jr.
Samuel M. Fox
Timothy J. Nugent
1977—Eunice Kennedy Shriver
1978—Kenneth H. Cooper
1979—David Dill
George Nissen
1980—Harry C. Cordellos
Walter Terry
1981—Arthur S. Leon
1982—Robert S. Fleming
John J. Mahlmann
1983—David Rockefeller, Jr.
1984—George W. Beiswanger
John B. Kelly, Jr.
1985—Charles B. Fowler

Charles D. Henry Award

1985—LeRoy T. Walker

Centennial Award

1985—M. Corrine Clark
Miriam Collins
Anna Beth Culver
Wesley P. Cushman
Lois Downs
A. Gwendolyn Drew
Miriam Gray
Frances Mays
Rosemary McGee
George Oberle
Caroline Sinclair
George T. Wilson

Honor Fellow Awards

1931—W. G. Anderson
Jessie Bancroft
H. S. Braucher
John Brown, Jr.
Elizabeth Burchenal
William Burdick
Joseph Cermak
Lydia Clark
Louis J. Cooke
Gertrude Dudley
Delphine Hanna
Oliver Hebbert

Continued on page 137

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Association for the Advancement of Physical Education, 1885

American Association for the Advancement of Physical Education 1886-1903

*Edward Hitchcock 1885-87
*William Blaikie 1887-90
*Dudley A. Sargent 1890-91, 1892-94, 1899-1901
*Edward M. Hartwell 1891-92, 1895-1899
*Jay W. Seaver 1894-1895
*Watson L. Savage 1901-1903

American Physical Education Association, 1903-1937

*Luther H. Gulick 1903-1907
*George L. Meylan 1907-1912
*R. Tait McKenzie 1912-1916
*Ernst H. Arnold 1916-1917
*William H. Burdick 1917-1920
*Dudley B. Reed 1920-1923
*Carl L. Schrader 1923-1926
*Charles W. Savage 1926-1929
*Frederick W. Maroney 1929-1931
Mabel Lee 1931-1932
*Jesse F. Williams 1932-1933
*Mary C. Coleman 1933-1934
*Strong Hinman 1934-1935
*Agnes R. Wayman 1935-1936
*William G. Moorhead 1936-1937

American Association for Health and Physical Education, 1937-38

*Charles H. McCloy 1937-1938

American Association for Health, Physical Education and Recreation, 1938-1974

*Neils P. Neilson 1938
*Frederick W. Cozens 1938-1939
*Margaret Bell 1939-1940
*Hiram A. Jones 1940-1941
*Ann Schley Duggan 1941-1942

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*Jay B. Nash	1942-1943
*August H. Pritzlaff	1943-1944
*William L. Hughes	1944-1946
Helen Manley	1946-1947
*Vaughn S. Blanchard	1947-1948
*Ruth Evans	1948-1949
Carl L. Nordly	1949-1950
*Dorothy S. Ainsworth	1950-1951
*Frank S. Stafford	1951
*Bernice R. Moss	1951-1952
*Clifford L. Brownell	1952-1954
Ruth Abernathy	1954-1956
*Ray O. Duncan	1956-1958
*Pattric Ruth O'Keefe	1958-1959
*Arthur A. Esslinger	1959-1960
Minnie L. Lynn	1960-1961
*Arthur S. Daniels	1961-1962
Anita Aldrich	1962-1963
Ben W. Miller	1963-1964
Catherine L. Allen	1964-1965
Reuben B. Frost	1965-1966
*Leona Holbrook	1966-1967
*Joy W. Kistler	1967-1968
Mabel Locke	1968-1969
John M. Cooper	1969-1970
Laura Mae Brown	1970-1971
Louis E. Alley	1971-1972
Barbara E. Forker	1972-1973
Willis J. Baughman	1973-1974

American Alliance for Health, Physical Education and Recreation, 1974-1979

*Katherine Ley	1974-1975
Roger C. Wiley	1975-1976
Celeste Ulrich	1976-1977
LeRoy T. Walker	1977-1978
Margaret Coffey	1978-1979

American Alliance for Health, Physical Education, Recreation and Dance, 1979-1985

Glenn M. Smith	1979-1980
Fay R. Biles	1980-1981
Peter W. Everett	1981-1982
Mary K. Beyrer	1982-1983
Wayne H. Osness	1983-1984
Bea N. Orr	1984-1985
Anthony A. Annarino	1985-1986

Harold L. Ray compiled the Presidential Roster in consultation with Mabel Lee on October 8, 1984.

*Deceased

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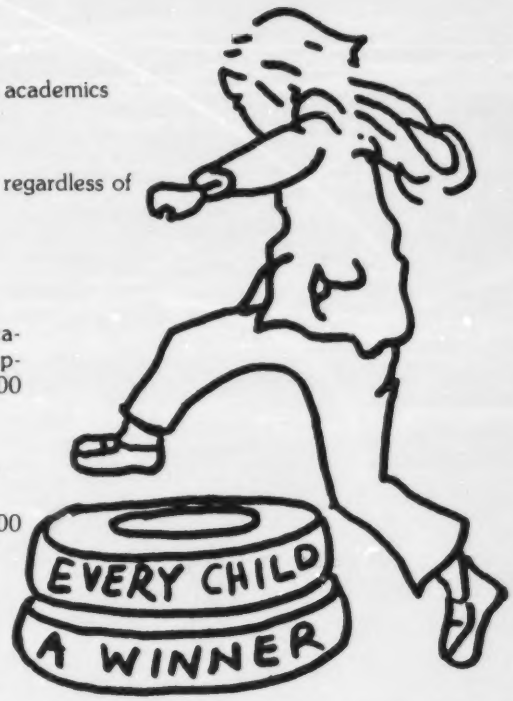

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Continued from page 133

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Amy Homans
E. C. Howe
H. F. Kallerberg
W. H. Kilpatrick
A. E. Kindervater
W J. Kopp
Joseph Lee
J. H. McCurdy
R. T. McKenzie
F. W. Maroney
George Meylan
Gertrude Moulton
James Naismith
J. Anna Norris
Henry Panzer
Ethel Perrin
J. E. Raycroft
William Reuter
C. W. Savage
J. W. Schmidlin
E. C. Schneider
Carl Schrader
Herman Seibert
George Seikel
William Skarstrom
A. A. Stagg
W. A. Stecher
T. A. Storey
Henry Suder
Blanche M. Trilling
J. F. Williams
George Wittich
Thomas Wood
August Zeep
Carl Ziegler

1932—H. S. Anderson
James A. Babbitt
Marjorie Bouvé
E. C. Broome
Harry B. Burns
Gertrude Colby
W. E. Day
E. C. Delaporte
Carlos B. Ellis
Louise Freer
Ernst Hermann
Charles Keene
Abby S. Mayhew
Helen McKinstry
E. D. Mitchell
Frances Musselman
Jay B. Nash
Emil Rath
Dudley B. Reed
James Edward Rogers
James Frederick Rogers
L. S. St. John
Agnes Wayman
R. D. Warden
F. H. Yost

1933—M. E. Alletzhauser
Josephine Beiderhase
Margaret Bell
David K. Brace
Alfred Brodbeck
Julius Doerter
George J. Fisher
Otto Greubel
Emil Groener
G. A. Huff
A. G. Ireland
A. A. Knoch
A. S. Lamb
Mabel Lee
Robert Nohr
E. A. Poos
Lory Prentiss
Ethel Rockwell

1934—J. F. Bovard
C. L. Brownell
L. P. Burnett
J. E. Davis
W. L. Hughes
Margaret H'Doubler
W. R. LaPorte

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F. A. Rowe
Rebecca Stoneroad
F. A. Woll

1935—Hugo Bezdek
Vaughn Blanchard
Mabel Bragg
C. H. Burkhardt
Mary C. Coleman
Martin I. Foss
F. S. Lloyd
N. P. Neilson
F. R. Rogers
C. P. Schott
H. A. Scott

1936—Frederick W. Cozens
Ruth Elliott
Edgar Fauver
Edwin Fauver
Edith M. Gates
Strong Hinman
C. H. McCloy
Jackson R. Sharman

1937—A. K. Aldinger
Rosalind Cassidy
A. Lester Crasper
Jessie R. Garrison
Eugene W. Nixon
Arthur H. Steinhaus

1938—Virgil Kenneth Brown
Hiram A. Jones
Helen W. Hazelton
Guy S. Lowman
Thomas Nelson Metcalf
Alfreda Mosscrop
Josephine L. Rathbone
S. C. Staley

1939—Edna Bailey
A. D. Browne
Ruth Evans
C. D. Giauque
E. V. Graves
George Hjelte
Grace Jones
Fred Luehring

1940—G. B. Affleck
Laurentine Collins
Elizabeth Halsey
Anne E. Hodgkins
Clair V. Langton
Fannie B. Shaw
Florence Somers
Winifred Van Hagan

1941—Oliver K. Cornwell
Howard H. House
Dorothy La Salle
Grover W. Mueller
Paul C. Phillips
August H. Pritzlaff
Clare H. Small
Clair E. Turner

1942—Walter H. Brown
Louise Cobb
Dorothy Enderis
Mary G. Hutchinson
Willard W. Patty
Norma Schwendener
William K. Streit
Paul R. Washke

1943—Elwood C. Davis
Ruth Glassow
Helen Manley
William E. Meredith
Delbert Oberteuffer
Harold Orion
John W. Studebaker

1944—Karl W. Bookwalter
Charles W. Davis
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Katherine W. Montgomery
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Kathleen W. Wootten

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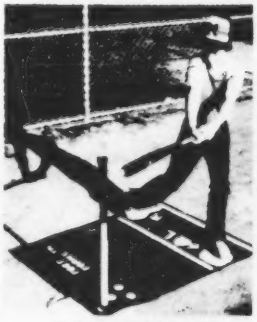
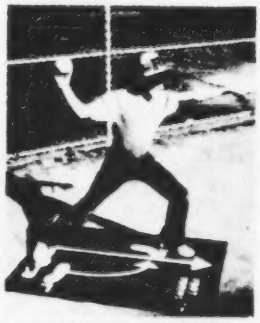


T-BALL TEACHER



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1946—William James Cromie
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1947—George W. Ayars
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Gertrude Manchester
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1948—Wilma Haynes
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Dorothy Nyswander Pal
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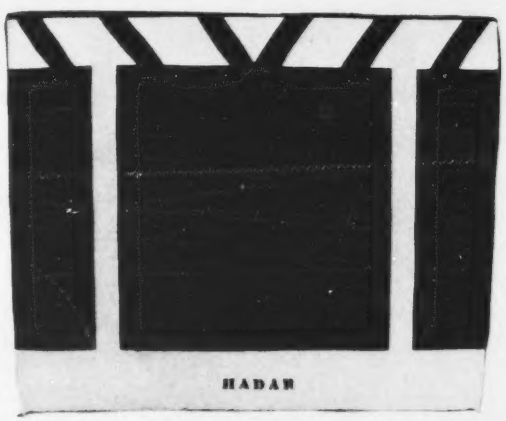

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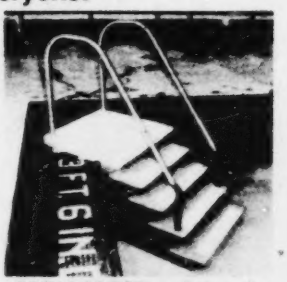

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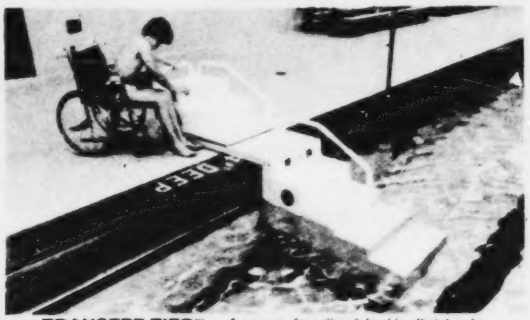

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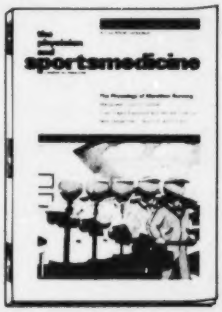

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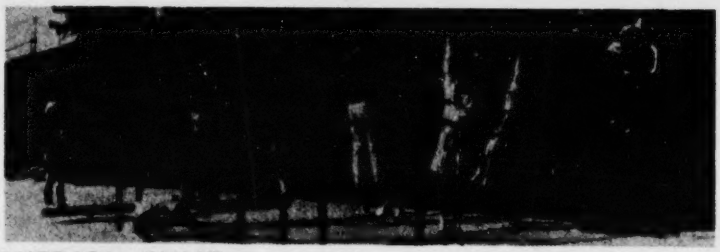

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Continued from page 85

sion of youth programs, international exchanges, and giving attention to underdeveloped sports.

Since 1961 the International Olympic Academy (IOA) has conducted an annual session each year, and special sessions as well, in its historic setting, Ancient Olympia, 200 miles west of Athens, Greece. A limited number of carefully selected delegates from the USA join educators, athletes, historians, students, sports medicine specialists, writers, and others from 50 to 70 countries. The past, present, and future of the Olympic Games, the Olympic Movement, and "Olympism"—the ideal, the purpose, the spirit of the Olympics—are studied, discussed, and cooperative plans developed for implementation through all educational channels. Nikos Nissiotis, University of Athens, is president of the IOA; Otto Szymiczek is dean of the IOA.

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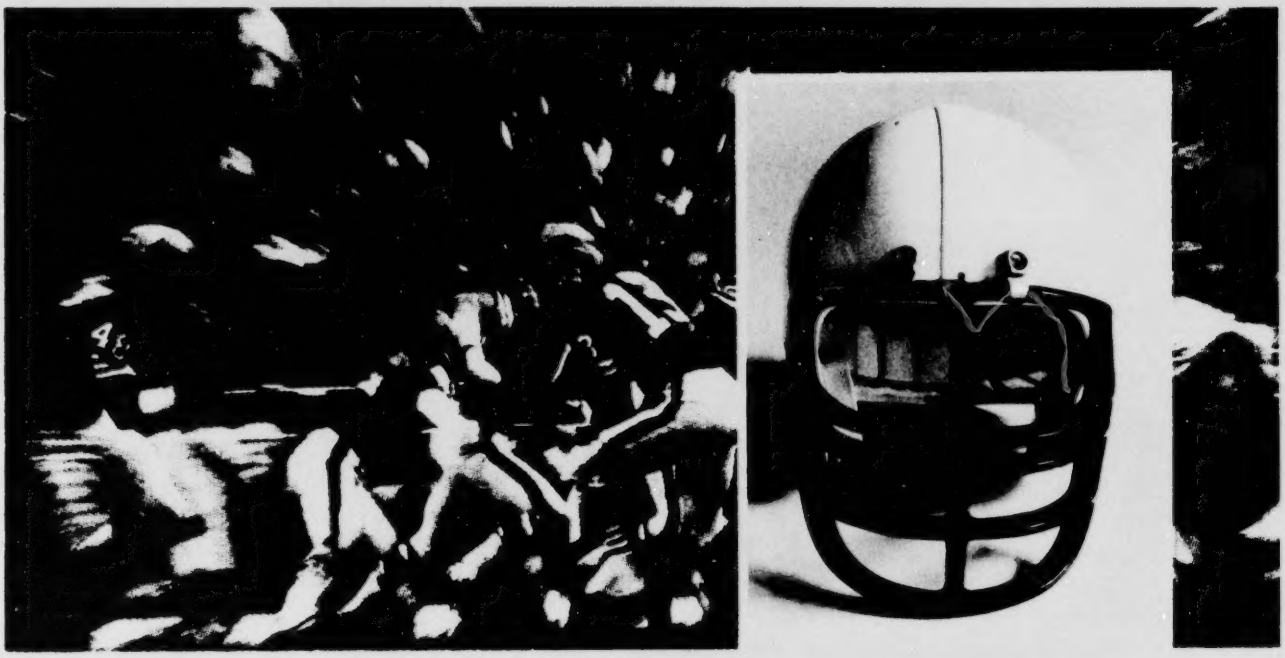

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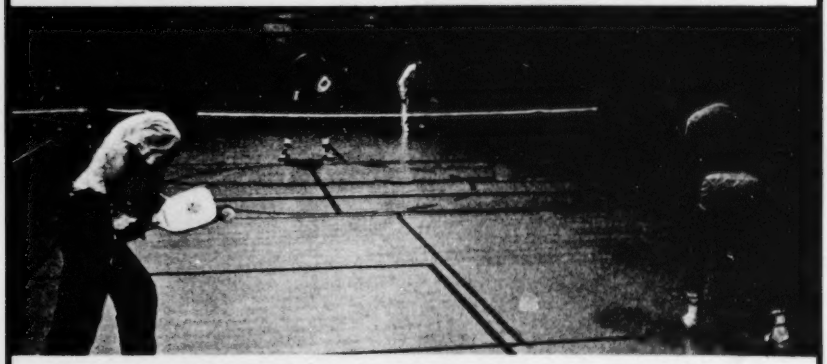

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References

[1] Bosco, James S. and Turner, Mary Ann, Eds. 1981. *Philosophy, programs, and history, Vol. I, Encyclopedia of physical education, fitness and sports.* Thomas Kirk Cureton, ed.

[2] Friermood, Harold T. 1981. "United States volleyball association." In vol. 1, *Philosophy, programs and history. Encyclopedia of physical education, fitness, and sports.* Thomas Kirk Cureton, ed.

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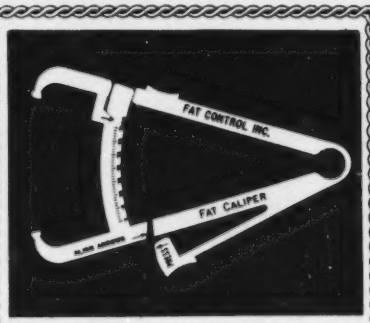

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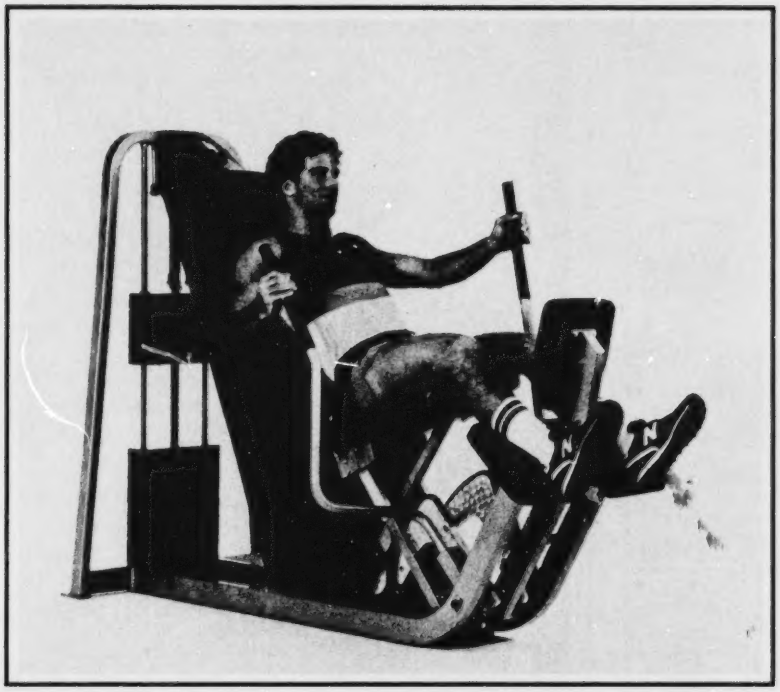

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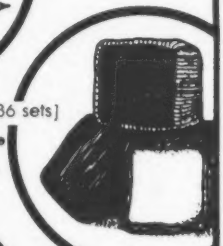

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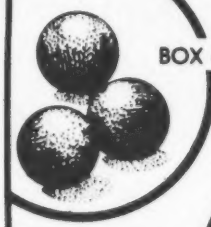

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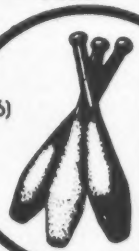

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Concentrating in
Preventive and Rehabilitative Cardiovascular Health

GWC

Purpose

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Nature of Program

This program requires intensive course work in the scientific bases of cardiovascular health. In addition, emphasis is placed on mastery of programmatic and administrative skills needed by those who wish to assume exercise leadership roles in the prevention of cardiovascular disease and/or rehabilitation. In addition to coursework and research, four internships are required.

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- Exercise physiology — respiration & muscle
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- Pharmacology
- Administration
- Exercise laboratory techniques
- Stress management
- Cardiorespiratory pathophysiology
- Research methods
- Statistics
- Thesis
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- Fitness leadership
- Fitness evaluation
- Development of preventive and rehabilitative cardiovascular exercise programs
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Applications for Summer 1985 are now being accepted. Enrollment is limited. Decisions on admission begin in December, 1984. Some graduate assistantships are available but without tuition waiver.

For further information, contact
Dr. Peter Healey
312-964-3100, ext. 348

For all applications, contact the:
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- Coaching
- Teaching
- Athletic Training

Application:

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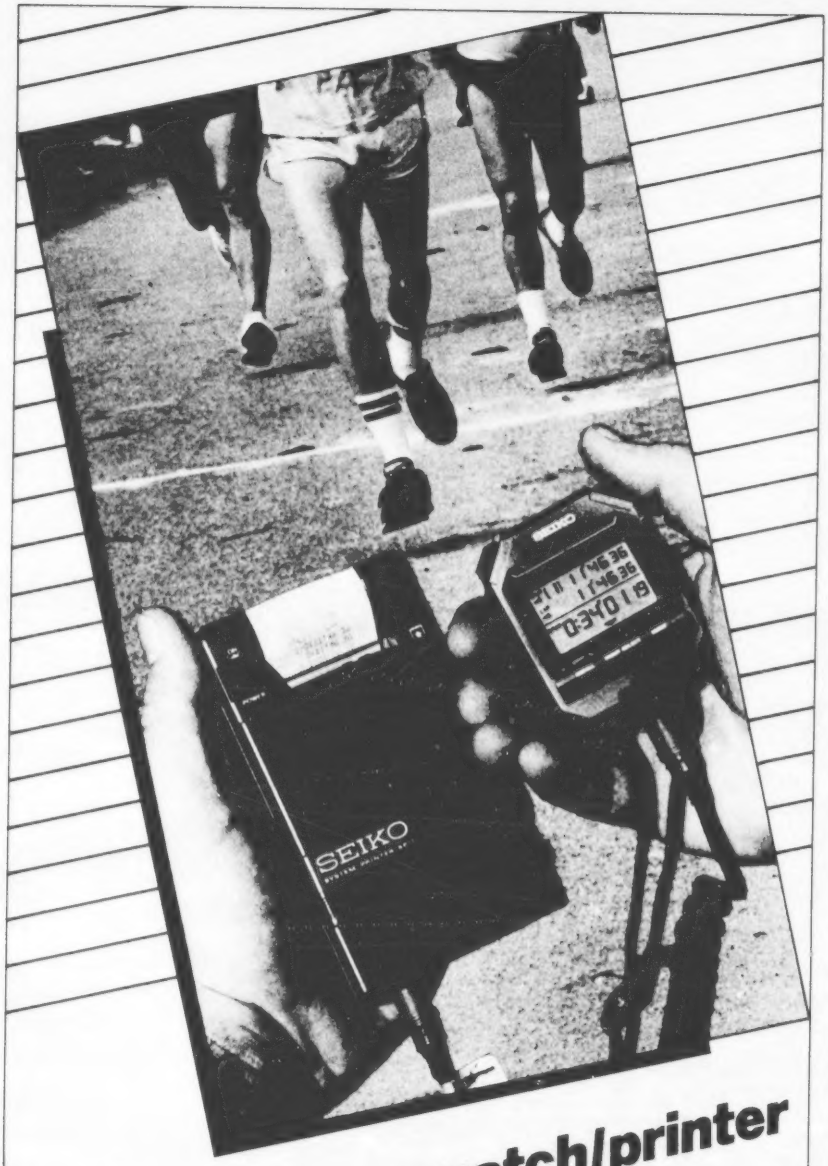

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Resusci Anne
Our newest RESUSCI ANNE is now available in three models: *Resusci Anne Complete*, our Full Body manikin provides the impact of realism to your training program. It can be used to teach proper patient handling and transport, as well as the full range of Basic Life Support techniques. The *Torso Complete* model has most of the features of the Full Body model. It comes without arms and legs, is light weight, easy to maintain and economically priced. The *Torso Practice* model is the same as the Torso Complete but comes without light signals and electronics. It is an ideal supplement to any program using the Full Body or Torso Complete models.

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Anatomic Anne
A torso manikin primarily used to visualize and demonstrate the physiological effects of CPR. It is an ideal supplement to your CPR training program. Lung inflation and deflation as well as blood circulation can be visualized during CPR practice.

Resusci Baby
Our pediatric training manikin. Completely redesigned so that it can be disassembled for easy cleaning and maintenance. Other new features include realistic obstruction when the head is tilted backwards and disposable lungs which simulate realistic volume and compliance. It can also accept the same Signal Box that is used with the Resusci Anne models to provide corrective feedback.

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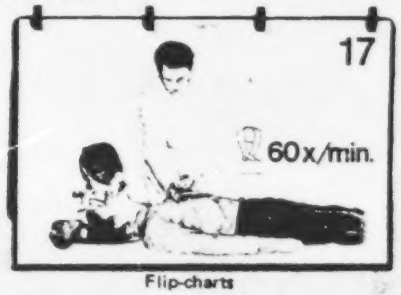
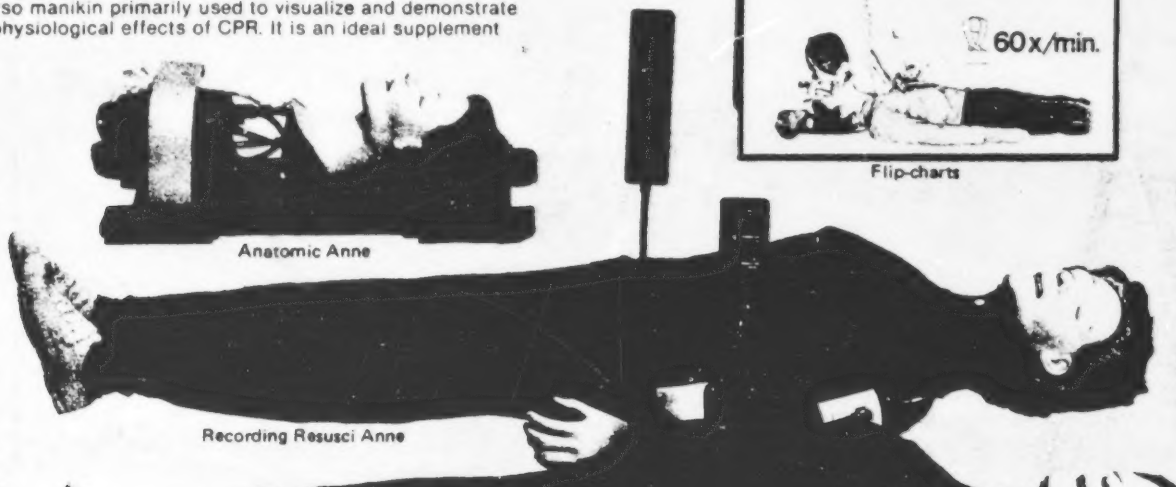


Flip-charts

Anatomic Anne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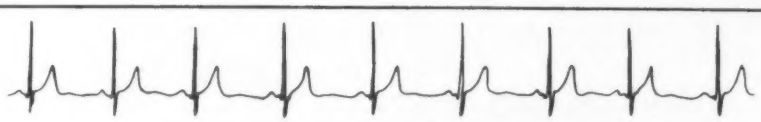

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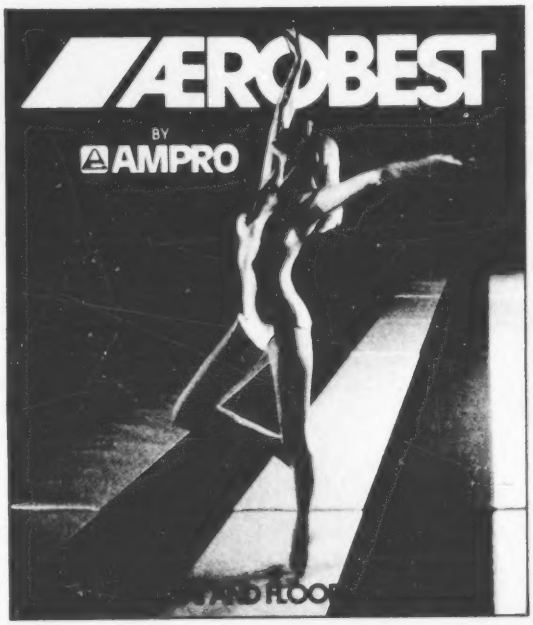

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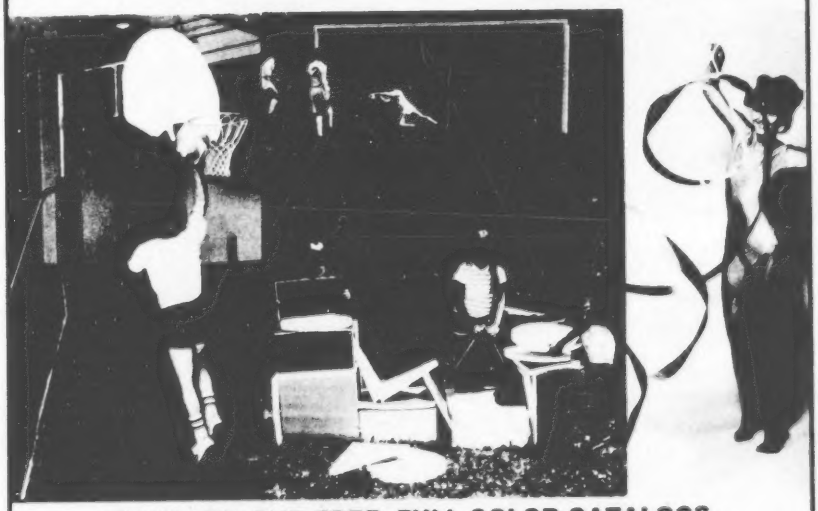

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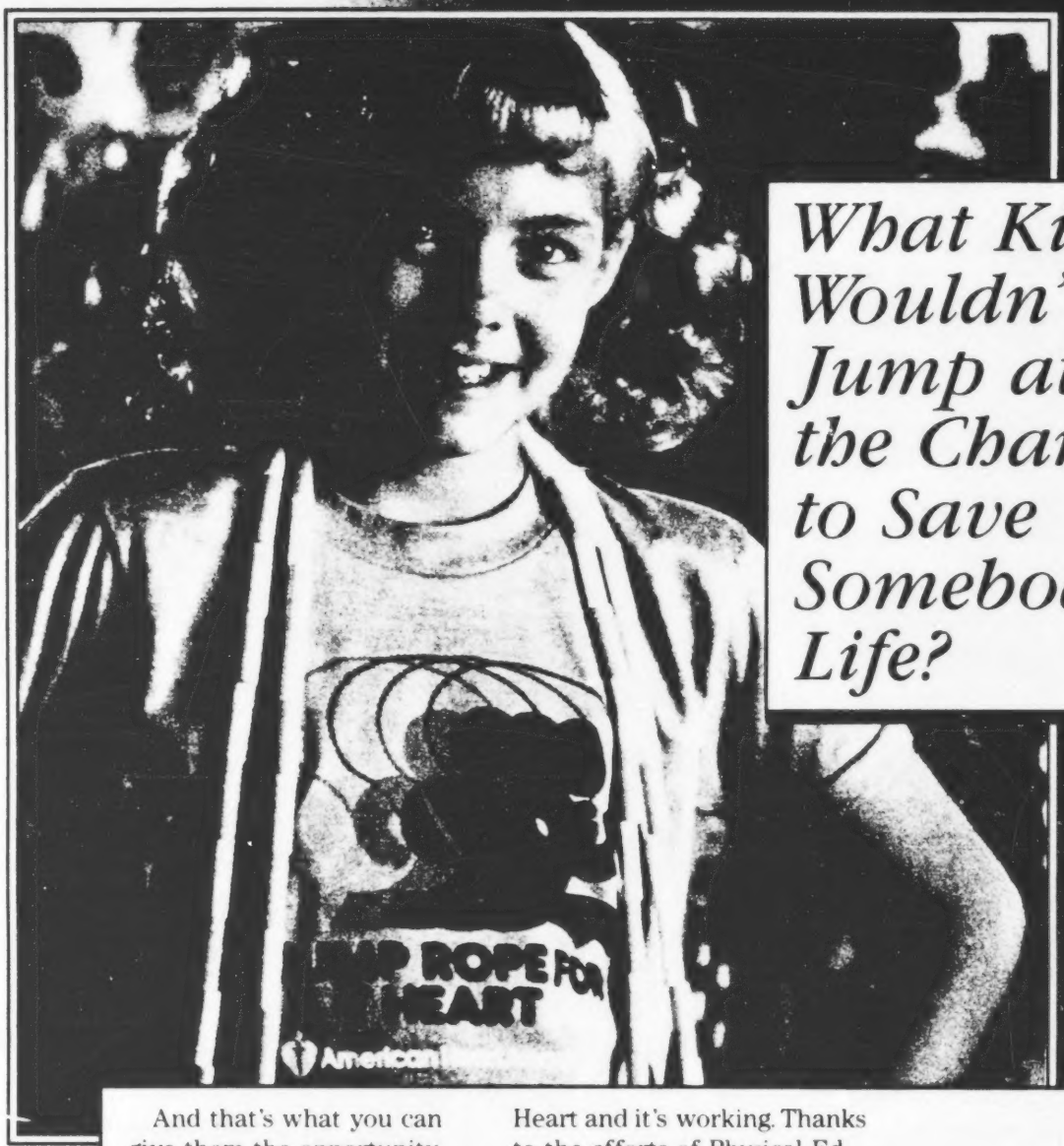

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